

# Kit Carson International Academy

## Assessment Policy

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### Carson Mission Statement:

Working together as a team, students, parents, staff, and the community of Kit Carson International Academy is committed to providing a rigorous, innovative, respectful and diverse learning environment that promotes academic excellence, intercultural understanding and social success. Through inquiry-based learning, we will produce internationally minded learners who are excited about achieving their goals.

### Beliefs:

Assessment is the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the student's progress. Students and teachers should be actively engaged in assessing the student's progress as part of the development of their wider critical-thinking and assessing the student's progress as part of the development of their wider critical-thinking and self-assessment skills. (Making the PYP Happen)

At Kit Carson International Academy, we believe the purpose of assessment should reflect best practices and the ongoing nature of the challenge of learning. It is a collaborative and informative process that incorporates various techniques, methods and procedures, which involves students, families, teachers and community. Along with good reporting practice, all can reflect upon the progress of students' learning, the identification of areas of growth, and the development of the school community.

### School-Wide Assessment Essential Agreement:

We agree that:

- Assessments should be connected to teaching and learning.
- Assessments should provide evidence of student growth and progress.
- Assessment data will help guide teachers in developing ongoing classroom instruction.
- Planning, teaching and assessments should be interlinked, reflective, and collaborative.
- Assessment expectations should be communicated to students.
- Assessment data will be reported to stakeholders in a timely manner.
- Various inquiry-based tasks and assessments will be used to evaluate student performance.
- Assessment means using multiple measures evaluating student understanding and re-focusing instruction using data gathered through these multiple measures.
- All teachers will share and provide assessment data on an ongoing basis to students, staff and administration and provide supportive feedback.
- Teachers will review teaching and learning practices through assessment data gathered on a regular basis.
- Portfolios should include a minimum of one product of each unit of inquiry connected to one or two content areas.
- Inquiry-based work samples from math, science or social studies;
- Writing samples;
- Samples from Arts and Spanish;
- Student favorite piece with explanation and reflection;
- Samples of Summative Assessments

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### School-Wide Reporting:

We agree that:

- Reporting guidelines will be communicated to students and parents.
- Reporting language will be clear to those receiving it.
- All reports, which will include test results, progress reports, report cards, should be done in duplicate with a copy being provided to the parents.
- Include student-led conferences.

### Grade Level Grading & Reporting:

- Formative assessment consists of anecdotal records and rubrics for graded materials. Two times a year, students receive reports cards using a combination of grades and a narrative. In addition, students receive monthly progress reports. Students and parents receive an IB report card for each unit of inquiry, in which students self-reflect on their progress and record it in their portfolios.
- Spanish, Library, Physical Education, Art and Music assessments consist of anecdotal records, observations, informal assessments as well as formative and summative assessments using rubrics and/or checklists. Specialists give an E (Exemplary), S (Satisfactory) or N (Needs Improvement).

### Types of Assessments:

- Pre-assessment allows the teacher and student to discover what is already known about a specific topic or subject. It is critical to recognize prior knowledge so students can engage in questioning, formulating, thinking and theorizing in order to construct new knowledge appropriate to their level. Ongoing assessment throughout the learning process is also critical as it directs the teacher and student as to where to go next. Several assessment techniques are described in this section.
- Formative assessments are ongoing and aligned to student progress within the instructional process. Teachers check for understanding along the way and guide decision-making about future instruction. Formative assessments also provide feedback to students so they can improve their performance. Formative assessments help us differentiate instruction and thus improve student achievement.
- Summative assessments are assessment of student learning. They are used to measure student growth after instruction and are generally given at the end of a unit in order to determine whether long term learning goals have been met. Students and parents use the information from these assessments to make personal goals. These types of assessments can help teachers determine not only the effectiveness of a unit of study but, more importantly, the effectiveness of Tier I instruction.

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### Assessment of the Essential Element of the PYP:

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner for each unit.

- Knowledge: assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- Skills, concepts and attitudes: Each unit provides opportunities for different skills, concepts and attitudes: Each unit provides opportunities for different skills, concepts and attitudes. Reflection on growth in these areas is recorded on the planners and the students do self-assessments.
- Action: Student actions that are initiated beyond the scope of the unit are recorded on the planner.
- Verifying that students are producing and submitting original work and citing their sources according to the conventions they have been taught.
- Structuring assignments that promote academic honesty.
- Notifying and, if necessary, meeting with parents if their child violates the academic honesty policy.

### The 5<sup>th</sup> Grade Exhibition:

The PYP Exhibition represents the culminating activity of the PYP. It requires students to analyze and propose solutions to a real-world issue or problem, drawing on what they have learned in the PYP. It must include written work, oral presentations, the use of technology, and performances in one or more of the arts. The exhibition may take the form of individual student projects, each of which addresses an aspect of an issue. It may constitute projects created by individuals, small groups of students or an entire class. In some cases, it may represent a collaborative effort, and in a collaborative effort, and in a collaborative project each student must make a substantial, identifiable contribution. It may replace one of the units in inquiry and the subject of the. Exhibition inquiry will be a real-world issue or problem, local or global, with a sufficient scope and sequence to warrant an extended investigation.

### Assessments Used at Kit Carson International Academy:

Standardized Assessments:

- SBAC (Smarter Balanced Assessment Consortium)
- MAP (Measure of Academic Progress)

Diagnostic Assessments:

- DRA (Developmental Reading Assessment)
- i-Ready
- CORE Phonics

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### Assessments Tools:

Assessment tools provide both a record of assessment criteria and the child's performance in relation to them:

- Anecdotal Records: are brief written records based on observations of children. These records are to be systematically compiled and organized.
- Benchmarks: are samples of students' work that serve as concrete standards against which other samples are judged. Benchmarks/exemplars can be used in conjunction with rubrics.
- Checklists: are established sets of criteria used for scoring or rating students in all areas. The descriptors tell both the child and the assessor what characteristics or signs to look for within the work and how to rate the work on a predetermined scale. Rubrics can be developed by children as well as by the teacher.
- Continuums: are visual representations of developmental stages of learning. Continuums display the progression of achievement or identify where a student is in a process.

### Assessments Strategies:

Assessment strategies are the methods of assessment being used for all pre-assessment, formative, and summative assessments. They cover a broad range of approaches, from the more subjective and intuitive to the more objective and scientific. It is essential that they be seen as a package once they have been selected in order to provide a range of approaches allowing a balanced view of the child:

- Observations are a means of keeping track of students' behaviors as they engage in authentic tasks in a variety of contexts. Teachers should look for patterns in performance and be willing to change their planning as more data is collected.
- Performance tasks are goal-directed tasks based on authentic challenges/problems. They require students to integrate a variety of skills and allow for individual learning styles.
- Selected responses are single occasion.
- Test/quizzes in which students may select one response from a given set.
- Open-ended tasks are situations in which children are presented with a stimulus and asked to communicate original response. The answer might be a brief written answer, a drawing, a diagram or solution.
- Student reflections are evidence of work that represents their efforts, achievements, and progress in learning. They are designed to demonstrate growth and creative thinking.

### Student-Led Conferences:

Kit Carson International Academy's mission lends itself to the direct participation of students in the learning and assessment process. Students are involved in the selection of portfolio pieces and are charged with explaining their progress and identifying their strengths and areas of growth. Parent will gain clear insight into class expectations and will have a structure in which to further discuss learning experiences with their child.

- Format: During the student-led conferences, all students are to be involved in discussing their learning with the parents and teacher.

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### Student-Led Conferences Cont':

- Content of the Conference: students will lead the introduction, an overview of the process and formal agenda. Students will discuss their progress in all areas of academics, behaviors, work habits and their goals that were set based on the five Essential Elements of IB. Teachers will provide input regarding assessment data and student growth.
- Roles of Participation:
  - Students choose portfolio items for appropriate content areas, complete a behavior and work habits survey, study the outcome of their data with reflections and reflect on their progress through written, presentation format or verbal form within the five Essential Elements of IB.
  - Parents will arrive on time; participate in the conference by asking open-ended questions that have been provided the school.
  - Teachers will manage the time, facilitate the conference, provide direction, clarification and feedback as needed.

It is important that the conferences stay as close as possible to the allotted time frame. If a parent (or the teacher) feels there is a need for further communication regarding conference items or items not on the agenda, another appointment will be made.

*Established 2017-2018  
Updated 2019-2020*

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