

Alturas International Academy Primary Years Program

IB Assessment Policy

The purpose of this document is to define the assessment philosophy, purposes and practices for Alturas International Academy Primary Years Program. The contents of this document apply to all teachers, students, administrators and parents and are consistent with IB practices as well as the mission statement for Alturas International Academy.

Alturas International Academy Mission Statement

Alturas International Academy promotes academic distinction, while empowering student to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.

Assessment Philosophy

The belief at Alturas International Academy is assessment requires the utilization of a variety of methods and strategies to identify students' skill level, understanding, and knowledge of subject matter. We will use assessment as the first step in the teaching and learning cycle. Assessments will be used to guide and differentiate student learning. Students and teachers will utilize reflection upon the assessment to promote student ownership in their learning and increase understanding for what, why and how the student can best learn. The assessment process is to be ongoing throughout the learning process and is a guide for teaching and learning. Assessment and reflection serve as valuable steps to enhance student growth and learning.

Assessment Purpose

- To monitor individual student progress
- To differentiate individual student instruction
- To make instructional decisions
- To promote student driven learning and reflection
- To conference and collaborate with students, parents and teachers

Assessment Practices and Tools

- Pre and post assessments – All teachers assess learners’ prior knowledge and experience in an appropriate way before beginning a new unit of work or learning experience.
- Formative assessments – On-going regular assessment will take place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning.
- Summative assessments – Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance. This assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways.
- Small group instruction at instructional levels – this model enables students to learn, collaborate and advance at their level and allows teachers to differentiate and continually assess instruction
- Unit of Inquiry Presentations- upon completion of the inquiry unit students will present their work and projects thus encouraging them to take responsibility and pride in their learning and enabling them to communicate their learning to their parents, teachers and others.
- Rubrics
- Student portfolios – a collection of student work will be kept to demonstrate student growth and celebrate student learning. Portfolios will be student managed with teacher guidance allowing students to take ownership and be reflective
- Self-assessment . Self-assessment is useful both during a learning experience in enabling the learner to set goals and strategies for personal development and at the end of the learning experience in helping the learner to take increasing responsibility for his/her own learning. Self-assessment is essential because students must examine their strengths and weaknesses.
- Peer assessments – Peer assessment takes place in small groups and will be given on a continuous basis. The collaborative small group learning is very much in line with the learner profile attributes of open mindedness, communication and critical thinking.

- Oral assessments – Small group instruction at the instructional level provides consistent opportunity to assess learning continually and provide prompt feedback.
- Standards-based grading – Standards-based grading breaks subject matter into smaller learning targets and student learning on each target is recorded. In standards-based grading teaching is responsive to learning targets and provides a framework to regularly measure student progress. Teachers continuously monitor student progress, give appropriate feedback and adapt instruction to meet student needs.
- NWEA Assessments – an array of assessments measuring student growth, identifying gaps and delivering data for differentiating student learning
- STAR Reading and Math – standardized, computer-adaptive assessments providing data for informed instructional decisions
- ISAT Assessments – Idaho Standards Achievement Test is a digital comprehensive formative assessment resource for teachers to help improve student progress
- DIBELS – Dynamic Indicators of Basic Early Literacy Skills are a set of procedures and measures for assessing the acquisition of early literacy skills
- Data collection and reporting
- Maintain records electronically and hard copies – Cumulative files kept and maintained
- Collaborative planning to analyze data and reflect on strategies
- Create opportunities for students to display or demonstrate understanding

Plan for Implementation

The assessment policy will be implemented through a collaborative team effort. This collaborative team will involve teachers, students, parents, staff and administrators, working in partnership, to promote, pursue and maximize student growth and achievement. Teams will review assessment data, reflect on instructional practices, and meet for collaborative reflection throughout the year.