



ELEMENTARY ASSESSMENT POLICY

Philosophy

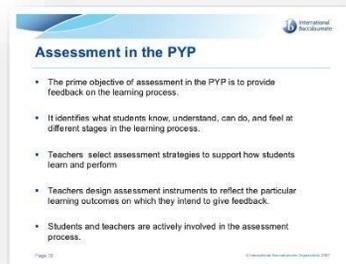
Assessment is a tool that drives instruction and student learning. At Robinson School we believe that ongoing assessment of what students know... and what they need to learn... will provide us with the necessary information to lead our pedagogical practices. By understanding our students' diverse learning styles, we can reflect, adapt, and refine our instructional practices to meet their needs and help teachers reach expectations set forth by our program. In that sense, Robinson School's Elementary Assessment Policy directly relates to our Mission:

**Through Academic Excellence within the
Christian tradition, we empower our
students to lead purposeful lives of
integrity honor, and justice for all.**

Purpose of Assessments

This Robinson School Elementary Assessment Policy is a document created to reflect the School's assessment philosophy. The policy is revised on a yearly basis by members of the faculty and administration. The purpose of an Assessment is to:

- Help students learn;
- Provide information on their learning;
- Differentiate and refine instruction;
- Identify what students know and understand;
- Help students reflect on their learning;
- Strengthen our learning and teaching practices;
- Reflect upon the best teaching practices that support students achievement; □ Guide the development of the five essential elements of learning in the IB's PYP; □ Help students develop their self-assessment skills, to become independent learners.





Different Forms of Assessment

1. **Diagnostic Assessment** (Pre-Assessments) are used to provide teachers with valuable information about students' prior knowledge, strengths, and weaknesses. They will help identify the course to follow when beginning a new learning activity.

These assessments take many forms in our school from inquiry based activities where students can demonstrate prior knowledge to formative and summative assessments. In some instances, students are also referred to a more specific type of diagnostic assessment when prior assessment reveals significant gaps in a student's prior knowledge and learning. In such cases, diagnostic assessment provide teachers with information needed for remedial instruction. The school provides a wide range of supportive services to reach each student based on individual needs, as established in the Robinson School Special Needs Policy.

2. **Formative Assessment** aims to provide regular and frequent feedback throughout the learning process. It allows students and teachers to reflect on what they are learning and build a bridge to further learning.

Formative assessment and teaching go hand in hand and work purposefully together. As a result, learners' enthusiasm for learning grows as they develop their capacity for selfassessment, become more reflective, and engage in meaningful learning.

3. **Summative Assessment** periodically provides information on what students have learned. It allows teachers to determine effectiveness of instruction. They relate directly to the central idea and prompts students towards action. Summative assessment may be given in the form of tests and also as standardized exams. While standardized exams are important, it is recognized that these kinds of tests measure only a small portion of what makes education meaningful. Critical thinking, self-awareness, curiosity for learning are important educational aspects that are not measured by these kind of tests. Therefore, standardized test results are not used to determine teaching in the classroom or student learning. Presently, results of standardized testing are being used to evaluate the continuity of the curriculum across grade levels.

Robinson School's Assessment Policy promotes the use of all three forms: diagnostic, formative and summative, as effective forms of gaining information to enhance teaching practices, provide frequent feedback to students and give direction to learning.

Our School believes that effective assessments allow students to share their learning and understanding. Students are able to base their learning on real life experiences that can lead to further inquiries. Learners build confidence in their own work by participating in reflections and self-assessment activities that enhances their knowledge. Effective assessments may also take the form of individual evaluations that allow teachers to assess individual student learning.



Effective assessments allow teachers to collaboratively review and reflect upon their students' performance and progress, to develop instruction, and future inquiries.

They allow teachers to:

- Develop the criteria needed to plan teaching strategies that take into consideration learning styles and different cultural backgrounds;
- Better understand student learning and progress;
- Invite parents to take an active role in students' progress by supporting learning outside the classroom and celebrating students' accomplishments;
- Think about the balance between knowledge, higher order thinking, creativity and reflection;
- Represent the various approaches to learning.

Assessment Strategies and Tools

- Observations of students' understanding, thinking, and performance;
- Student reflections;
- Student actions that reflect understanding of the Units of Inquiry;
- Student self-assessment;
- Role-playing;
- Cooperative learning;
- Note-taking;
- Checklists;
- Rubrics;
- Samples of student work;
- Portfolios;
- Tests and Quizzes;
- Journals and projects;
- Open-ended tasks;
- KWL (R).



Reporting and Documentation

The reports and documentation of students' educational progress goes beyond the traditional information provided by grades. It is designed to communicate students' learning and growth within the framework of the school's Mission and the IB Primary Years Programme.



The following procedures are in place for all Robinson School elementary students in order to keep parents informed of their progress throughout the school year:

- Parent Information Night – Welcome Back Night;
- Coordinating parent teacher meetings as needed;
- Monthly Newsletter;
- Emails to parents;
- Teacher Portal Plus;
- Student Portfolios;
- Tutorial binders (students' receiving services in Pathways);
- Parent Teacher Student Conferences (quarterly);
- Grade Reports (quarterly);
- Progress Reports;
- IB Learner Profile attributes anecdotally reported (twice a year - end of each semester).

Sources

International Baccalaureate, **Making the PYP Happen**, 2009.

Grant Wiggins and Jay Mc Tighe, **Understanding by Design**, 2002.

International Baccalaureate Organization, **An introduction to the PYP Curriculum Model Handbook**, 2004.

International Baccalaureate Organization, **Assessment in the PYP Handbook**, 2002.