

AIES Assessment Policy

Updated October 2022

District-wide Philosophy

Academy School District 20 IB schools believe that assessment and learning engagements are integral tools used to educate every student to become a lifelong learner. Through inquiry-based instruction, students are provided feedback on their understanding of IB concepts and contexts. In addition, essential objectives drive well-written assessments, which then guide instruction. The assessment tasks, strategies, and tools may be collaboratively designed by teachers and students. Objective-driven assessments allow teachers to provide rich feedback and give students the opportunity for reflection. We recognize both summative and formative assessments as being integral to the teaching and learning process and will communicate student results to stakeholders. Assessments contribute to each individual student's understanding and growth within the inquiry-based curriculum.

Purpose

Assessment is used to purposefully guide instruction and determine the depth of understanding of the IBPYP essential elements **and** standards-based content and skills. Through assessment, teachers and staff identify which essential elements of learning the students have successfully acquired, including a combination of any of the following:

- Understanding of the central idea
- Understanding of concepts
- Acquisition of knowledge
- Mastery of skills
- Development of learner profile

Principles

Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-evaluation skills. Teachers continually reflect on and evaluate the efficacy of the program. All stakeholders (students, teachers, parents, and administrators) must have a clear understanding of:

- the purpose for the assessment
- the **knowledge, skills, or concepts** being assessed
- the **criteria** for success

The Assessments:

- are **valid and** reliable
- challenge students to demonstrate their conceptual understanding, their knowledge, and their skills, including those related to central idea and lines of inquiry
- promote reflection and self-evaluation
- **whenever possible, invite students to participate in developing self-reflection of success criteria**
- produce evidence that can be reported and understood by all stakeholders

IB-Focused Assessments

A variety of assessments monitoring, documenting, and measuring learning will be used in each classroom, as indicated on the IB units of inquiry planners. This will include formative and summative assessments such as rubrics, pretests, written tests, observations, self-

assessments, written reports, essays, performance assessments, process-focused assessments, diagrams, charts, and drawings. Student IB Portfolios can be used for documenting and reflecting on learning and for reconnecting with learning goals.

State Required Assessments

- Standardized state assessments are administered to students in grades 3-5, according to the state guidelines:
 - CMAS – English Language Arts, Math
 - CMAS – Social Studies (3-year rotation), Science
 - WIDA access for ELL students (K-5)
 - NAEP tests for grade 4, as assigned

District Required Assessments

- Cognitive Ability Test (CogAT – full battery) is administered according to the District #20 guidelines to students in grade 3.
- Benchmark testing is administered to grades K-5 in the fall, winter, and spring as mandated by district expectations.
 - K-3 Acadience Reading
 - fall, winter, spring
 - 4-5 Acadience Reading (READ Plans)
 - fall, winter, spring
 - 2-5 MAP Growth (NWEA) – Reading
 - fall, winter, spring
 - K-5 Map Growth (NWEA) – Math
 - fall, winter, spring

AIES Agreed Assessments

- A writing prompt will be administered to students in grades K-1, in the fall and spring, and grades 2-5 in the fall, winter, and spring. The writing piece is scored with a standard, grade-level approved rubric.

Reporting

- Data from assessments administered to students will be shared with parents, appropriate school staff, and students, as deemed necessary, through an agreed upon report and reporting date as a whole school or at each grade level, depending on the assessment.
- A District standards-based report card will be used as formal communication with parents and will be completed four times per year.
- Parent conferences will be given in the fall and spring as determined by District 20. The AIES spring conferences will be student-led. Portfolios may be used during conferences (see requirements under Portfolios).
- Informal communication is ongoing through oral communication, e-mail, newsletters, wikis, websites, personal notes, and/or other forms of communication.

Exhibition

Students in the fifth grade will participate in the IBPYP exhibition process following the guidelines established by the IBPYP. Staff and community members may be asked to support students with exhibition by serving as mentors to the students or student groups.



IB Policy Review

This policy will be reviewed annually.

Adopted: 2007-2008
Reviewed: Fall 2022