

“Assessment is integral to all teaching and learning....The prime objective of assessment in the PYP is to provide feedback on the learning process.”

Making the PYP happen p. 44

Assessment is the collecting and analysis of information about student performance. It identifies what students know, understand, and feel at different stages of the learning process.

The purpose of assessment is:

- to monitor individual student progress using the assessment data.
- to make instructional decisions for the school, the grade levels, and each classroom.
- to utilize data collected to differentiate instruction depending on students' individual needs.

The assessment component of ICSAtlanta's curriculum can be subdivided into two sections:

- Assessing & Recording: how we collect and record data to determine what students have learned
- Reporting: how we communicate this information

Assessing & Recording

Teachers employ a variety of assessments to monitor student achievement, enabling them to plan and refine their teaching as necessary. Authentic assessments are used in conjunction with standardized tests, benchmark tests, and language proficiency tests. The authentic assessments used in ICSAtlanta's classrooms have been developed collaboratively in each grade level. They pertain to the unit of inquiry and allow teachers to better help students improve their learning and understanding.

1. **Summative assessments** evaluate student understanding of the unit of inquiry's central idea.
2. **Formative assessments** evaluate student progress and understanding throughout the unit as well as help plan the next step in the learning process. They provide feedback to both teachers and students as to where they are in their learning and understanding.

For both formative and summative assessments, teachers will employ a variety of tools to record student responses and performances:

- **Rubrics:** an established set of criteria used for scoring or rating student performance. The descriptors explain the desired characteristics necessary to earn specific ratings on a predetermined scale. Our rubrics are collaboratively developed by teachers and are explained to students before starting the assessment.
 - **Exemplars:** samples of student work that serve as concrete standards against which other samples are judged.
 - **Anecdotal records:** brief, written notes based on observation of students.
 - **Checklists:** lists of information, data, or elements that should be present.
 - **Continuums:** visual representations of developmental stages of learning.
 - **Performance assessments:** these assessments can come in many shapes and forms and require the use of a variety of skills.
 - **Process-focused assessments:** checklists, inventories, and narrative descriptions keep track of the observations made during those assessments.
 - **Observations:** students are observed regularly with the teacher having a particular objective in mind.
3. **Georgia Milestones** are given to 3rd through 8th grade students and assess student performance and achievement in comparison to statewide student performance and achievement in ELA and math (social studies and science as well in 5th and 8th grades).
- Reports include reading Lexile measures, national percentile scores, grade equivalent scores, and standard scores are distributed to parents as soon as they arrive from the state.
4. **Benchmark tests** provide updates for teachers regarding student performance levels at regular intervals throughout the academic year. These results, along with formative and summative assessments, assist in identifying students in need of intervention through our Response to Intervention (RTI) continuum.
- Students in 1st-5th grades are tested four times a year in math and reading (Star 360).

- Kindergarten students are tested four times per year in pre-literacy or reading and math (Easy CBM).

5. State-mandated Kindergarten Assessments

At the beginning of the school year, Kindergarten students are screened through the GKIDS Readiness. They are also assessed twice per year through the Georgia Kindergarten Inventory of Developing Skills (GKIDS).

6. English to Speakers of Other Languages (ESOL) Testing

Parents of incoming students are required to fill out a Home Language Survey upon registration at ICSAtlanta. If the parent indicates a language other than English (on any question), we will assess their child with the WIDA Screener to determine if he or she qualifies for ESOL services.

Furthermore, students who qualify for ESOL are assessed annually (second semester), as mandated by federal law using the Assessing Comprehension and Communication in English State-to-State (ACCESS) test to gauge yearly progress and determine continuation of or dismissal from the ESOL program.

- ACCESS test results that include English listening, speaking, reading, writing, and an overall English proficiency score are sent home to parents as soon as they are received from the state.

7. Target Language Assessments:

a. **Informal Language Proficiency Assessments** are completed at the beginning of Kindergarten (or for students entering 1st grade who are newly enrolled at ICSAtlanta) to record a baseline understanding of the target language (L2).

b. **Standards Based Measurement of Proficiency (STAMP)** is utilized at the end of 2nd and 5th grades to assess target language (L2) progress over the course of a student's education at ICSAtlanta.

- STAMP test results are reported in proficiency in listening, speaking, reading, and writing from a novice-low to an intermediate-high. These reports are sent home to parents as soon as they arrive from the testing agency.

Reporting

ICSAtlanta's reporting centers around sharing what students know, understand, and can demonstrate. It describes the progress of student learning, identifies the student's strengths, and provides feedback to facilitate continued growth.

Reporting at ICSAtlanta takes several forms.

- **Report cards:** report cards go home every quarter and provide feedback on how the student has been doing academically and socially. Parents can view their child's progress on our parent portal at all times, but the report card is more complete as teachers share comments on the student. The narrative also contains an indication of the student's progress on the learner profile.
- **Conferences:** teacher-parent conferences take place once a year and are placed on the school calendar before the beginning of the academic school year. Teachers give feedback to parents about student progress and share educational guidance/advice related to how home practices can support the school's efforts. During conferences, the following recorded information will be shared with parents:
 - Printed benchmarks result reports that include grade-level equivalency and national percentile rank.
 - Most recent report card
 - Knd & 1st (for new students): L2 pre-test proficiency results.
- **Portfolios:** these compilations of evidence allow students to demonstrate growth over time and show the development of complex skills and processes. Portfolios include at least one student work sample from each unit of inquiry along with the reflection pertaining to the unit. Portfolios follow the students from Kindergarten through 5th grade.

ICSAtlanta's Assessment Policy is a continuous work in progress and will be reviewed and updated as necessary. It is shared with all teachers and staff at ICSAtlanta as well as parents.
