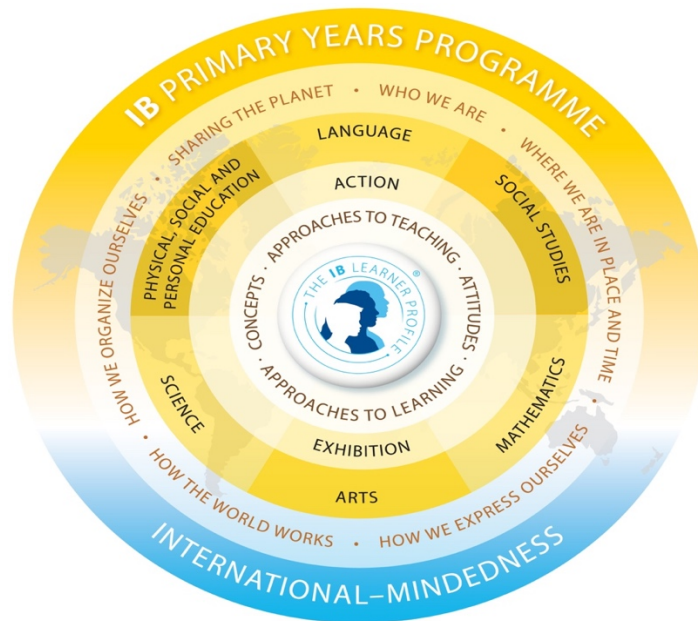




The ISB Primary Years Programme Assessment and Academic Honesty Policy



(Programme model from the IB PYP FPIP, September 2014)

As an IB World School that offers three IBO Programmes, ISB has developed the assessment and academic honesty policies based on the IB philosophy and principles.

Assessment Philosophy

Assessment is a continuous process, used by teachers and students to provide on-going feedback about learning and opportunities to set goals. It is an integral part of the learning process; it is both authentic and meaningful to student development, and aims to support and encourage learning. It is seen as a way to gauge what a student knows, understands, and can do, and is used by teachers to inform and develop their practice and approaches to teaching.

Principles and Practices

- Assessment is integral to planning, teaching and learning
- Assessment is on-going and comprehensive, using a balanced range of strategies and methods, and both formative and summative
- Assessment is authentic and requires the application of knowledge, understanding, and skills to address real-world situations
- Assessment criteria are shared with the students in a developmentally appropriate manner
- Students play a role in clarifying assessment criteria through the use of peer and self-assessment
- Summative assessment shows the students understanding of the Central Idea and Concepts
- Assessment is differentiated and allows for students to demonstrate their learning in various ways
- Assessment is for learning and of learning (formative and summative) and is on-going, dynamic and meaningful to the student and the teacher to guide future learning
- Assessment data is used to provide timely and usable feedback and allows for varied reflection and self-adjustment
- Assessment is criterion-based
- Assessment includes opportunities for students to practice and demonstrate their development of transdisciplinary skills
- The assessment process allows for meaningful reporting to parents about student progress

PYP Assessment Tools and Strategies

We believe that in order to achieve a comprehensive approach to formative and summative assessment, we need to use a variety of tools and strategies.

STRATEGIES

Observations

All students are observed often and regularly, with the teacher varying from wide angle (focusing on the whole class) to close-up (focusing on one child or activity), and from non-participant (observing from without) to participant (observing from within).

Performance Assessments

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

Process-Focused Assessments

The development of transdisciplinary skills is observed often and regularly and the observations are recorded by:

- noting both typical as well as non-typical behaviors;
- collecting multiple observations to enhance reliability;
- Synthesizing evidence from different contexts to increase validity.

A system of note taking and record keeping is created that minimizes writing and recording time. Checklists and inventories are common methods of collecting these observations.

Selected Responses

These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. At ISB, we use the Developmental Reading Assessment 2 (DRA2), the online standardized Measure of Academic Progress (MAP) and the Curriculum-Based Measurements (CBM).

Open-ended Tasks

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These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

TOOLS

The previously listed assessment strategies may be combined with the following assessment tools:

Rubrics

Rubrics are established sets of criteria used for scoring or rating students' tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Exemplars

These are grade level samples of students' work that serve as concrete standards against which other samples are compared. Exemplars can be used in conjunction with rubrics or continuums.

Checklists

These are lists of information, data, attributes or elements that should be present in a piece of work.

Anecdotal records

Anecdotal records are brief written notes based on observations of students. These records need to be systematically compiled and organized.

1:1 Conferencing

Conferencing involves notes and records based on conversations with students.

Continuums

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in a process. At ISB we use The First Steps Writing Map of Development, a Reading Continuum from Bonnie Campbell Hill and an EAL Listening and Speaking Continuum.

Assessment and Feedback

Feedback helps to develop ownership, initiative and intrinsic motivation. We use teacher and peer conferences, shared rubrics, portfolio meetings and oral, visual or written reflections as ways in which to provide timely and effective feedback to students and parents.

We believe that students should:

- Receive constant, consistent, and comprehensive feedback
- That feedback is specific to learning and developmentally appropriate
- That feedback comes from peers and teachers in various forms and **is shared with students and parents**
- Have follow-on opportunities for improvement

Reporting Systems

We believe that in order for assessment to be ongoing, dynamic and meaningful to the student and other stakeholders, and in order for it to guide future learning, evidence of student progress needs to be systematically collected and made available for reflection and planning.

We use the following methods to systematically document student progress:

Portfolios

A purposeful collection of a student and teacher selected work that is designed to identify student growth and to provide a continuum for students to track their learning process and define their growth as a learner. The portfolio is to provide data to parents, teachers and students on student progress for individual reflection, student-led conference and teacher reflection and data collection. (See Appendix 1: Portfolio Essential Agreements)

The STAR Box

The STAR (Student Travelling Assessment Record) Box contains only the essential assessment valuable for the next teacher to receive when planning for a new year. (See appendix 2: Star Box assessment grid for documents list).

Reports

Report cards are issued to parents electronically (or in hard copy upon special request) at the end of each quarter. The Lower school issues trimester reports. These provide formal feedback to parents in Language, Mathematics, Single-Subjects, and the Unit of Inquiry. Teachers write a descriptive narrative in relation to a student's progress, attitude, skills and understandings and students are evaluated using the following Grading system:

BE- Below Expectation	The student, with assistance, is beginning to grasp the introduced skills, concepts and knowledge.
AE- Approaches Expectation	The student, with minimal assistance, is developing in understanding and applying the introduced skills, concepts and knowledge.
*AE – Approaches Expectation	The student is on a formal International Individual Learning Plan (IILP) and has specific goals set to move them towards Grade Expectations.
ME- Meets Expectation	The student, with minor exceptions, is secure in understanding and applying the introduced skills, concepts and knowledge.
EE – Exceeds Expectation	The student independently and consistently grasps, and applies knowledge and skills and is working beyond the expected Grade level.

The PYP Exhibition

The PYP exhibition provides the culminating experience of the learner’s engagement with the PYP and takes place during Grade 5, the final year of PYP. It unites the teachers, learners and parents of the class in a journey that captures the essence of the PYP: transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. It marks a rite of passage, both symbolic and actual, from the PYP to the Middle Years Program (MYP). Most importantly it is a celebration which synthesizes all that is best in the PYP and shares it with the community.

Teacher-Student Conferences

These are usually informal and designed to give children feedback so they can reflect on their work and further refine and develop their skills. It is important for the teacher to take the time to organize these individual conferences in order to support and encourage student learning.

Parent Teacher Conferences (PTC)

At ISB, continuous communication with students and parents is important. Parent-teacher conferences are a valuable component to a child’s success. Although there may already be contact between parents and teachers, PTC’s are held shortly after Trimester Reports are issued.

In the Lower School, the PTC are usually formal and designed to give the parent(s) information about the student’s progress and needs, and about the school’s program. Teachers should take this opportunity to answer the parents’ questions, to address their concerns and to help define their role in the learning process. The parents should take the opportunity to provide the teacher with the cultural context of the child’s learning

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ISB has an open door policy, and families are invited to communicate and schedule other conferences, at any time of the school year, and students' homeroom teacher, the counselor, and the coordinator would do the same.

Student-Led Conferences

These are more formal conferences where students are involved in discussing and reflecting on their learning and progress with their parents. The students will, with the support and guidance of the teacher, make a selection of what will be shared. The conferences must be carefully prepared and time must be set aside for the children to select their work and practice their presentation. The format of these conferences will depend on the age of the student, and all of the participants must understand the format and their roles prior to the conference. The value of student-led conferences is that the students reflect on and consolidate their progress and share the responsibility of communicating their growth with their families.

Area of Concern Reports (AOC)

AOC reports are only distributed mid-trimester to students who are experiencing academic difficulty or who may be experiencing behavioral or social challenges. Teachers submit a copy of the AOC Report to the Lower School Principal prior to sending it home.

Teachers should issue an AOC any time there is a concern regarding student achievement. Students with an IILP (International Individual Learning Plan) should not receive an AOC. Any students at risk of earning a Below Expectations (BE) grade must receive written notification of this through an AOC report. This applies to both homeroom and specialist teachers. Documentation is of critical importance. Teachers are encouraged to use a wide variety of data to support their evaluation of student progress.

Learning Support

Learning Support is for a student experiencing academic difficulties or is in need of or extension of the curriculum and therefore may require accommodations, modifications and different resources to ensure all students have access to the curriculum.

Students may require an International Individualized Learning Plan (IILP). A report card comment is provided for each student that receives learning support. The report card states if the student has an IILP.

Based on the analysis of data and direct observations of student capabilities, the school's support team (teachers, counselor, student, parents and learning support staff) use differentiated instructional strategies, adaptations to curriculum and assessment, as well as accommodations to meet the needs of the individual child. A continuum of services is provided through, including but not limited to, consultation, collaboration, in and out of class support. A Learning Support Handbook and Policy are available to clarify all learning support assessment

procedures.

Promotion and Retention

Due to the fact that students develop at different rates, some students may complete grade level expectations before others. ISB views the individual in a holistic manner. In a few cases this may mean that a student may require more time at a given grade level.

The student's physical, social and emotional development as well as academic performance will be considered before making a final decision on promotion, acceleration, or retention. This decision will be based upon the combined views of the teacher(s), principal, and counseling/learning support staff, the level of English proficiency, and the results obtained from daily schoolwork, standardized tests, and in-school formal and informal evaluations.

A student's parents must be consulted no later than 45 school days before the end of the school year in cases where retention is being considered.

Peer and Self-Assessment

In order to help our students internalize expectations, reflect on their learning, and set goals they are provided with opportunities self-assess and peer assess the process, products and performances.

PYP Learner Profile Attributes

We believe that the IB learner profile attributes are central to the school's values. All teaching and learning is constructed and conducted to promote these positive attributes which are geared to developing (nurturing) students who are internationally-minded.

This profile serves to increase the children's awareness of, and sensitivity to the experiences of others beyond the local or national community, thereby promoting an understanding that there is a commonality of human experience.

Feedback is provided on the attributes listed in the IB Learner Profile. This takes the form of student self-reflection, peer and teacher feedback using anecdotal notes based on observations. These are embedded in the reports as part of the comments.

Normative Assessment

In addition to our assessment tools and strategies, ISB uses Developmental Reading Assessment (DRA) assessments as well as Measures of Academic Performance (MAP) testing to assist with the objective and consistent analysis of student skills, achievements and abilities. These assessments are used to help teachers with planning and differentiating instruction.

The MAP and DRA testing allows us to triangulate data, track students as well as review the

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results to assess the efficacy of the programme.

PYP to MYP Transition

In order to ensure a smooth transition from the PYP to MYP (Lower School to Upper School), a combination of data, documentation and scheduled meetings are used to assist teachers with becoming familiar with each child's academic, social and emotional profile.

The STAR (Student Travelling Assessment Record) Box and Portfolio is passed on to the relevant staff in the Upper school.

*** ISB Academic Honesty Policy:**

The International School of Belgrade, an IB World school, recognizes and fully supports the principles of the Academic Honesty.

ISB values Academic honesty as one of the essential principles of its academic programs. Its foundations are grounded in the IB Learner Profile and Approaches to Learning Skills that enable students to learn and understand the importance of academic honesty in both their academic attitudes and life.

(* This is a work in progress)

GLOSSARY

Assessment: The gathering and analyzing of information about student performance. It identifies what students know, understand, can do and have reflected on at different stages in the learning process.

Assessment Grid: An outline of the common assessments that will be used and at what time of year the assessments will be used.

Benchmark: Defines the knowledge and skills that students are expected to develop and to demonstrate through their class work and the various other activities on which their achievement is assessed

Child Study Team: A Child Study Team (CST) is a school-based problem solving committee that reviews student data for the purpose of making decisions about student placement and programming at ISB. The members may include a learning support teacher, guidance counselor, administration, teachers and specialist teachers.

Continuum: A visual representation of a child's development using descriptors to depict the developmental stages of learning in a particular subject area.

Diagnostic Evaluation: Designed to determine the current status of students. This is usually used at the beginning of a skill, unit or grade to determine the most appropriate program, placement or grouping.

Essential Agreements: A clarification of the responsibilities and expectations of the team, children, and parents. They increase consistency and reliability of good assessment practices.

Evaluation: The process of interpreting or making a judgment about student progress based on assessment information.

Evidence: The physical representation of students' understanding

Exemplars: Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one bench mark for each achievement level in a scoring rubric.

Expectations: A statement that reflects the essential knowledge and skills that need to be learned by students and instructed by teachers. It may identify behaviors as well. Expectations are observable and measurable demonstrations of learning through performance tasks or of the learning experience. They are what students are expected to know and be able to do.

Formative assessment is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative

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assessment and teaching are directly linked; neither can function effectively or purposefully without the other.

Performance Based: The direct, systematic observation of an actual student performance and the rating of that performance according to previously established performance criteria. In this type of assessment, students are asked to perform a complex performance task or to create a product or to generate his, or her, own response. They are assessed on both the process and the end result of their work. Performance assessments may be used for individuals or groups. They often include real-life tasks that call for higher-order thinking skills.

Reporting: Oral or written communication of evaluation

Rubric: A rubric is a scoring guide used for rating student performance specifying what a performance is like at various levels (exceeds expectation, meets expectation, approaches expectation and below expectation). The key elements of a rubric are the descriptors for what a performance is like within the full range of possible performance levels. They tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.

Standardized Testing: Assessment through the use of an instrument, which has been developed to provide a comparison of student results with the results of comparable students across a broader population.

Student Promotion: Student has met grade level expectations and is ready to move to the expectations for the next grade level.

Student Retention: Student has not achieved the benchmarks for the grade level and may be retained.

Summative Assessment: Summative assessment takes place at the end of the teaching and learning process and gives students an opportunity to demonstrate what they have learned. Summative assessments may include any of, and any combination of, the following: acquisition of data, synthesis of information, application of knowledge and processes.

Testing: Assessment through the use of prepared instruments designed to collect information on specific aspects of student performance.

Appendix 1 Elementary Portfolio agreements as of September 2012

<p>WHAT IS A PORTFOLIO AND WHY DO WE DO IT?</p> <ul style="list-style-type: none">● It is a child constructing/collecting his/her own learning● It is a tool to help students understand themselves as learners● It is a celebration of learning● It shows process and product● It is a reflection and communication of learning● It shows growth over time● It gives students the opportunity to share with peers and family● It is organised so that anyone who looks at it should know what it is– especially the student <p>The format is chosen as a grade level team: Scrapbook/e-version/hanging file/memory stick</p>
<p>WHAT GOES IN THE PORTFOLIO? (throughout the school year)</p> <ul style="list-style-type: none">● A contents page of your own design● Work samples with reflections and dates, organised into sections by unit of inquiry with a space at the end of each section for any work outside the POI that happened in the timeline of the unit. <i>(Nothing goes in unless it has been selected/reflected/dated & marked as a “Teacher/student” or “Teacher” or “Student” selection)</i>● Drafts, edits and final pieces● Work from across the curriculum (HR & SS)● Formative and/or summative assessment pieces● Work showing student’s strategies and plans● Evidence/reflections of Essential elements (concepts, skills, knowledge, action, attitudes)● Learner profile (self) assessment evidence● Photos of learning events or large pieces of work, projects, plans, graphs, recordings, rough drafts, drawings and teacher, peer and self-assessments
<p>WHO WILL MANAGE IT?</p> <ul style="list-style-type: none">● The student and the teacher will manage the portfolio together with varying degrees of teacher input depending on the age and independence of the student It should be accessible to students in their classroom● Students are the keepers who have regular access to it as well as teachers and parents● The portfolio will be available for conferences, end of unit celebrations or other events● The portfolio selection process will be managed on a regular basis (timetabled by teachers in their schedules)
<p>WHAT HAPPENS TO IT FROM YEAR TO YEAR? WHAT TRAVELS?</p> <ul style="list-style-type: none">● At the end of each year, each student selects 3-5 pieces of their year’s work “Best of the best” (Encourage a balance of Essential Elements of the PYP in any subject area).● This goes in a large envelope (named) with a coloured top page with the Grade Level indicated. All the envelopes go into the black crate and are passed onto the next teacher so that students can look back over their previous years’ work. In G5 these envelopes are passed onto the G6 teachers.● Any student who leaves the school is given their envelope and the contents of their portfolio

Appendix 2 Elementary STAR Box

STAR BOX Checklist 2013-14

√	Name of Item	Where to Find It	Notes
	End of year DRA assessment– class profile	\\storage\Curriculum\PYP ISB\Assessment at ISB\DRA	See sample below
	Individual DRA complete test		
	Reading & EAL continuum for individual child	\\storage\Curriculum\PYP ISB\Assessment at ISB\PYP STRAT & TOOLS	Completed each reporting cycle
	First Steps Writing class profile	\\storage\Curriculum\PYPISB\Assessment\FIRST STEPS	
	First Steps Writing Map of Development for individual child	\\storage\curriculum\PYPISB\Assessment at ISB\FIRST STEPS	Completed each reporting cycle
	Colour-coded envelopes with Portfolio samples		See portfolio agreements. PK- Pink, KG- Blue, G1 – Yellow, G2 – Green, G3 – White, G4- Aqua, G5- Peach

Appendix 3: Elementary Assessment Grid

PK-G5 ASSESSMENT GRID 2013-14

ASSESSMENT	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Parent & Student surveys	<i>At open house</i>	*									
Reading Continuum				*				*			*
First steps Writing Continuum				*				*			*
EAL/ESL Continuum				*				*			*
DRA			G1-5		Kg					Kg-5	
MAP		G2 Pilot 2011 G3-5								G3-5	
*Writing sample (prompts)	Entertain or Explain					Entertain or Explain					

***Writing Samples need review/updating (Jan, 2016)**