

Assessment Policy

Happy Bridge Kindergarten (HBK)

Last revised: June 5, 2023

Part 1 – HBK Mission Statement

To create an open-minded and caring learning community, a place where everyone enjoys discovery, embraces differences and values creativity. We share a passion and responsibility to build a better world.

Part 2 – Principles of Effective Assessment

- Assessment is best developed by a collaborative team of grade-level teachers who are guided by content standards, IB PYP Scope and Sequence, students' prior knowledge, student and teacher lines of inquiry, and expected learning outcomes.
- Collaboration among faculty ensures that there is alignment within the programs of inquiry across grade levels and that various methods of assessment are employed.
- The differing learning styles, multiple intelligences, varying abilities, and cultural contexts of the learners are considered.
- Feedback guides instruction, extension, and intervention when the assessment reflects both independent and collaborative learning and provides opportunities for peer and self-assessment.
- The assessment provides a record of the learners' knowledge, understanding, skills, feelings, and actions (essential elements) that are a result of the direct application of student inquiry and learning.
- The developed assessment is reviewed annually and revised to suit the changing needs of all involved.

Part 3 – Policies

- Formative assessment is frequent and integrated with learning.
- Summative evaluations reveal the culmination of learning during a unit of inquiry and demonstrate that students are becoming self-directed learners.
- By district and state guidelines, the assessment also includes district tests, optional Observation Survey, etc.
- Assessment results are analyzed, recorded, shared, and utilized to modify instruction and refine the curriculum.
- Reporting student assessments to parents occurs every semester.

Part 4 – Practices

- Assessment includes, but is not limited to, teacher-made tests, examples of student work, peer/student self-assessment, evidence of independent and collaborative learning, rubrics/criteria/checklists, dialogue and anecdotal notes, visual representations, and student reflections regarding growth in the attributes of the learner profile.
- Students are sometimes involved in developing rubrics that allow the opportunity for choice and establish criteria for demonstrating evidence of learning. That criterion is clearly understood by teachers, students, and parents.
- Twice a year, students assess themselves on the Learner Profile. A rubric is used with levels indicating: always, often, or sometimes. The profile report is shared with parents.
- Teachers and administrators agree on criteria for the contents of the portfolio, and procedures for additions and removal of information.
- Students share their portfolios with parents and elaborate on their learning during parent meetings.
- Teachers and administrators actively collaborate to review and revise the assessment practices of the school.

Part 5 – Types and ways of Assessments

The school believes that a student's learning outcome can be determined through:

Formative assessments are continuous and ongoing and informs teachers to plan next stage in learning.

- anecdotal records
- observations
- written tests
- group discussions
- activity based
- inquiry based
- differentiated work
- self and peer assessments
- students' reflections

Summative assessments measure students' understanding of the central idea and prompt them towards action.

- written tests
- presentations
- students led conferences

Bibliography

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Arcabald, D. & Newmann, F (1988) Beyond Standardized Testing. Virginia