



PYP ASSESSMENT POLICY

WESLEY INTERNATIONAL ACADEMY

Beliefs

Wesley International Academy believes that teachers should utilize a variety of assessment strategies to identify students' understanding of concepts and skill level and rate of progress. The results of assessments will be used to guide and differentiate instruction for students, improve instructional practices, and to communicate student performance to parents and other stakeholders. We believe that the teaching/learning cycle starts with *assessment*, rather than teaching. We foster a culture that promotes a variety of assessments that allows students to demonstrate understanding and knowledge of the subject matter. This takes place within the framework of the Primary Years Programme in conjunction with the Atlanta Public Schools system. Additionally, students realize the value of reflecting on what, why and how they learn which gives them ownership in the assessment process.

Purpose

- To monitor individual student progress via assessment data
- To make instructional decisions for the school, grade levels, and classrooms
- To utilize data collected to differentiate instruction for individual students

Assessments

At Wesley, we utilize the following assessments to gauge the effectiveness of teaching and learning:

- Pre and post assessments
- Formative assessments
- Summative assessments
- Student portfolios
- Self-assessments
- Peer-assessments
- Oral assessments
- Written reflections
- Performance based
- Georgia Milestones for grades 3-5
- Student Learning Objectives (SLO)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- W-APT (WIDA-ACCESS Placement Test to identify ESOL students)
- NAEP (Grades 4 & 8 only – if selected by the state)
- STAR (Reading only) & Accelerated Reader
- DIBELS (Reading)
- CogAT (Gifted testing only)
- Torrance Test of Creative Thinking (TTCT) (Gifted Testing only)



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- YCT (Youth Chinese Test)
- STAMP (Chinese)
- Dakao (Chinese)
- Exhibition (5th grade only)

Data Collection and Reporting

At Wesley, we believe that data collection and reporting should be a comprehensive and accurate portrayal of students' progress. Wesley's goal is to provide results of assessment to parents and students to ensure communication. Communication takes place through the following formats:

- Curriculum night
- Managebac
- Rubrics
- Progress reports
- Report cards (District requirement and PYP)
- Parent conferences
- Student Conferences
- Individual Education Plan (IEP)
- 504 Plan (accommodations)
- Portfolios – containing the information outlined in the portfolio essential agreement

Wesley uses assessments to gather essential information about student learning and achievement. Data from assessments helps us evaluate and improve instructional practices. Wesley uses a variety of learning activities and assessment tools both in the classroom and school wide. By using different means to measure student achievement and instruction, we are able to gain a true analysis of growth in order to individualize instruction.

Wesley teachers are expected to conduct informal and formal assessments throughout the year. Pre-assessments, common, and teacher assessments are administered by teachers during and after the learning process. Within units of inquiry, all teachers use formative and summative assessments to evaluate student understanding of the central idea and concepts.

Wesley administers norm-referenced tests to fulfill statewide requirements for Student Learning Objectives (SLOs – pre and post assessments) and for growth purposes. In addition to norm-referenced tests, Wesley conducts internal benchmarks at the beginning of the year and at the end of every instructional quarter. These benchmarks help gauge student understanding of previously taught material. The PYP Assessment Team, along with the K-5 Instructional Coach, compile and analyze results from the assessments. Results are shared with stakeholders and used by teachers and instructional staff to differentiate the curriculum as needed. Data is also used to



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develop strategies for intervention and monitor effectiveness through the Response to Intervention (RTI) process.

Portfolios and interactive notebooks provide an essential context for viewing a student's learning and work holistically. These pieces of evidence allow students to demonstrate growth over time and demonstrate the development of complex skills and processes. Teachers at Wesley use portfolios to record student knowledge within the PYP. Portfolios include at least one student work sample from each unit of inquiry accompanied by a reflection. In addition, work samples may also be included. Portfolios travel with K-5 students from grade to grade. At the end of the year, students hold student-led conferences with their parents to share examples of work from their portfolios.

Our fifth grade students are expected to carry out an extended, collaborative inquiry project, under the guidance of their teachers. The inquiry project allows them to demonstrate synthesis and understanding of the PYP essential elements (knowledge, concepts, skills, attitudes, and action), and sharing them with the whole school community. It also provides an opportunity for students to exhibit the learner profile attributes that have been developing throughout their engagement with the PYP. Students will be able to choose real-life issues or problems, which will then be explored and investigated in the exhibition. The students begin the planning and research phase of the process in the Fall and delve more deeply in their final Unit of Inquiry beginning in the Spring.

District report cards, progress reports, and IB report cards serve as communication between teachers and parents on whether students are mastering state standards and content in the units of inquiry. Parents also receive reports of standardized test results when available, which may include the Georgia Milestones Assessment, the Measures of Academic Progress (MAP), Student Learning Objective assessment (SLOs), and the Georgia Kindergarten Inventory of Developing Skills (GKIDS).

As a grade level, teachers meet for collaborative reflection throughout the year. During this time, teachers review assessment data and reflect on instructional practices. Teachers are expected to complete reflections regarding the units of inquiry. Grade levels also provide feedback to the PYP Assessment Team and K-5 Instructional Coach about the assessment administration process.