



**THE AMERICAN SCHOOL**  
Developing Academic Excellence and Strength of Character

# Early Childhood Center & Elementary School Assessment Policy

## Review of Policies:

- Date: 9 April, 2025
- Staff members:
  - Ms. Hinda Khogali, Grade 5 Homeroom Teacher
  - Ms. Lindsay Stanford, Grade 4 Homeroom Teacher
  - Ms. Alison Bottcher, Grade 5 Homeroom Teacher
  - Mr. Zachary Henson, Grade 2 Homeroom Teacher
  - Ms. Laura Robins, Pre-Nursery Homeroom Teacher
  - Mr. Will Harper, ECCES Vice Principal
  - Ms. Casandra Perry, PYP Coordinator
  - Mr. Garth O'Donnell, Executive Principal
- Next review date: March 2026



## Introduction

At TAS, assessment is an integral part of the teaching and learning process. Our assessment policy outlines the principles and practices that guide the assessment of student learning and development at our school.

This policy applies to our primary section of The American School and is supplemented by protocols which set out the practices and approaches to use.

## Philosophy of Assessment

TAS believes that assessment should drive instruction and should be used in decisions regarding intervention and enrichment. Assessments must be developmentally appropriate and differentiated based on student need. We believe assessment measures growth across cognitive, social, emotional, and physical domains. Assessments are to be varied, allowing for multiple forms of output, and addressing all modalities, utilizing technology whenever appropriate. Whenever appropriate, common assessments are to be used to ensure alignment of learning. Opportunities for self-assessment and reflection are an integral part of student learning.

## Rights and Responsibilities of the School Community

### 1. Teachers

Teachers have the right to create and implement assessment practices that reflect the values of the PYP and to receive support from the school administration in their professional development. They are responsible for providing clear, constructive feedback to students, maintaining accurate records of student progress, and communicating effectively with parents/guardians regarding assessment outcomes and expectations.

### 2. Students

Students have the right to receive fair and equitable assessments that reflect their learning and understanding. They are responsible for engaging actively in the learning process, reflecting on their own progress, and taking ownership of their learning. Students are encouraged to seek clarification and support when needed and to demonstrate academic integrity in all their assessments.

### 3. Parents/Guardians

Parents and guardians have the right to access information about their child's assessment and progress in a timely manner. They are responsible for supporting their child's learning by encouraging inquiry, fostering a positive learning environment at home, and maintaining open lines of communication with teachers. By collaborating with the school, parents/guardians play an essential role in their child's educational journey and success. TAS provides opportunities for collaboration in a variety of ways, including but not limited to, daily use of Toddle and parent coffee hours.

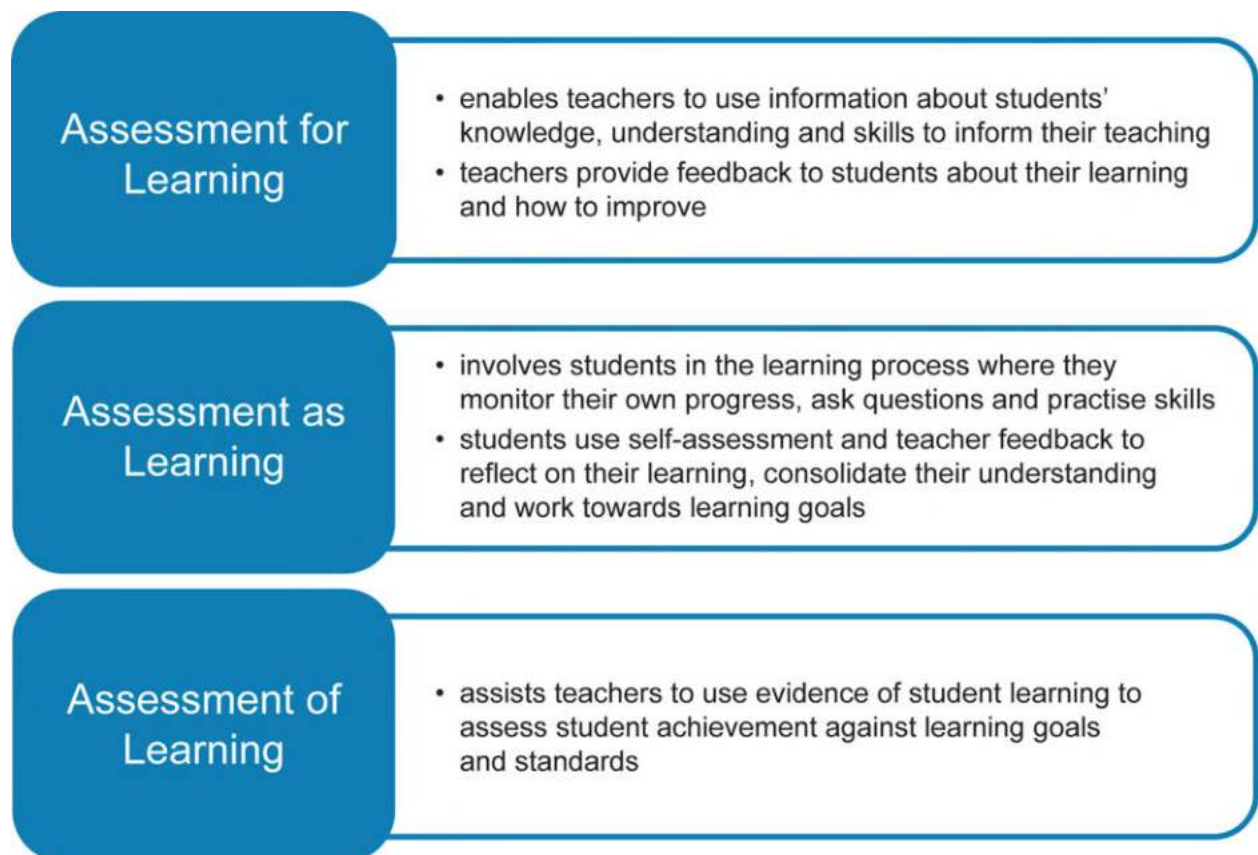
## Principles of Assessment

1. **Alignment with the PYP Curriculum:** Assessment practices at our school are closely aligned with the PYP curriculum, ensuring that they effectively measure student progress towards the development of the IB Learner Profile and the attainment of the PYP transdisciplinary skills and concepts. We are currently a candidate school of IBPYP.
2. **Varied Approaches:** We employ a range of assessment strategies, including both formative and summative assessments, to gather comprehensive data on student learning and to inform instructional decisions.
3. **Inclusive and Equitable:** Our assessment practices are designed to be inclusive and accessible, catering to the diverse learning needs and styles of our students. We aim to remove barriers to assessment and provide appropriate accommodations and modifications as needed and where appropriate.
4. **Authentic and Relevant:** Assessment tasks are designed to be meaningful, engaging, and reflective of real-world contexts, allowing students to demonstrate their understanding and skills in authentic ways.
5. **Collaborative and Reflective:** Assessment involves collaboration among students, teachers, and families, fostering a shared understanding of learning goals and student progress. It also encourages ongoing reflection and self-assessment by students.
6. **Timely and Informative:** Assessment data is collected and shared in a timely manner, providing students, teachers, and families with the information they need to support continued growth and development.



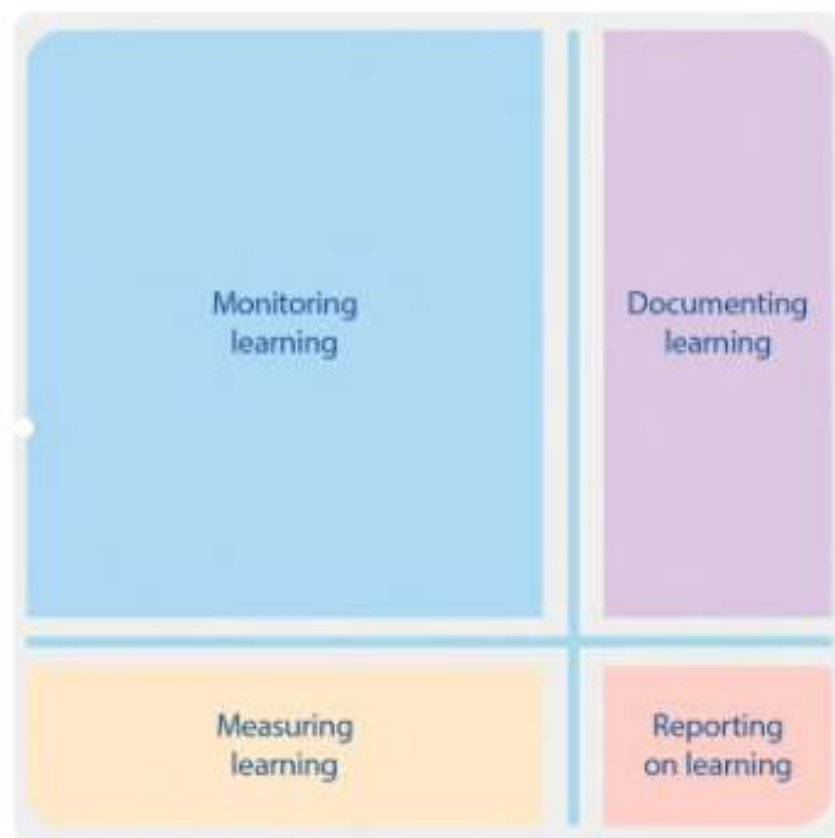
## Types of Assessment

1. **Formative Assessment:** Formative assessments are ongoing and embedded within the teaching and learning process. They provide regular feedback to students and teachers, informing instructional decisions and supporting the development of knowledge, skills, and conceptual understanding.
2. **Summative Assessment:** Summative assessments are used to measure student understanding and performance at the end of a learning cycle or unit of inquiry. They provide a comprehensive evaluation of student learning and progress.
3. **Performance-Based Assessment:** Performance-based assessments allow students to demonstrate their learning through the application of knowledge and skills in authentic, real-world contexts, such as projects, presentations, and problem-solving tasks.
4. **Student Self-Assessment and Reflection:** Students are actively engaged in the assessment process through self-assessment and reflection activities, developing their metacognitive skills and taking ownership of their learning.



## Four Dimensions of Assessment

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner. - PYP Learning and Teaching Guide (International Baccalaureate Organization 2019).



## Recording and Reporting

### Frequency of Semester Report

Students receive formal report cards at the end of each semester. Students' scores are recorded as follows:

#### 4 - Exceeding

The student consistently works independently and demonstrates a deep understanding of the material. They go beyond grade-level expectations, showing

a high level of proficiency and often seek out additional challenges. Students at this level excel in applying concepts in various contexts and demonstrate a strong ability to think critically and solve complex problems.

### **3 - Meeting**

Students at this level meet grade-level expectations with age-appropriate support as needed. They demonstrate a solid understanding of the material and are able to apply concepts effectively. With support, they consistently perform at a level that aligns with their grade level. These students show competency in the required skills and knowledge for their grade and are on track in their learning progress.

### **2 - Developing**

Students are performing slightly below grade level with age-appropriate support. They are in the process of acquiring the necessary skills and knowledge but may require additional guidance to fully grasp certain concepts. While progress is being made, there may be areas where improvement is needed to reach grade-level expectations consistently.

### **1 - Emerging**

Students at this level are performing significantly below grade level with age-appropriate support. They are in the early stages of acquiring the required skills and knowledge for their grade. These students need substantial support and intervention to make progress towards meeting grade-level expectations. It is important to work closely with them to address areas where improvement is needed and provide tailored support to help them catch up with their peers.

\*See the Inclusion Policy for Learning Support.

## **Conferences**

### Parent- Teacher Conferences:

Open House takes place in the evening during the first weeks of school and is noted on the Academic Planning Calendar. This is a time designed for families to get to know the students; teachers, the classroom environments, curriculum, expectations, etc.

Parent-Teacher Conferences take place once per school year, after quarter one. This is an opportunity for families to discuss their student's progress and collaborate with the teachers on the shared goals for development.

### Student Led Conferences:

Student Led Conferences take place once per school year, after quarter 3. This is an exciting time for students to lead their families through their learning journey. A student-led conference is a meeting between a student, their parents, and the teacher, where the student takes the lead in discussing their learning progress and work. The student presents and reflects on their learning, then shares their goals for future growth. The

teacher's role is to facilitate the process and support the student, rather than dominating the conversation.

### **PYP Exhibition - Grade 5**

In the context of the Primary Years Programme (PYP), the PYP Exhibition serves as a culminating assessment that allows students to demonstrate their understanding of the inquiry process and apply their learning in a real-world context. During the PYP Exhibition, students collaborate in groups and with mentors to explore a significant issue, question, or topic of their choice, showcasing their knowledge and skills across various subject areas. The assessment of the Exhibition involves both formative and summative components, where teachers observe and document students' engagement, collaboration, and problem-solving abilities throughout the process. This assessment is recorded in student portfolios and reported to parents, highlighting individual contributions and reflections. The PYP Exhibition not only serves as a platform for students to exhibit their learning but also encourages them to develop essential skills such as critical thinking, communication, and social responsibility, in alignment with the IB learner profile.

## **Assessment Practices**

1. **Planning for Assessment:** Teachers collaborate to design and implement a comprehensive assessment plan that aligns with the PYP curriculum and promotes student learning.
2. **Data Collection and Analysis:** Schoolwide data is collected using NWEA MAP twice a year and WIDA for qualified students once a year. Teachers collect a variety of assessment data, including anecdotal records, work samples, and performance-based tasks. They analyze this data to identify trends, strengths, and areas for improvement, and use it to inform their instructional practices.
3. **Feedback and Reporting:** Students receive regular feedback on their learning, both formally and informally. Formal reporting to families includes student-led conferences, written progress reports, and communication via Toddle to provide a clear and comprehensive picture of student learning and development.
4. **Professional Development:** Teachers engage in ongoing professional development to enhance their assessment literacy and ensure that their assessment practices align with PYP principles and best practices.

## **Policy Integration**

### **Inclusion Policy and Language Policy**

- Our inclusion and language policies further outline the learning support mentioned in Recording and Reporting

## Conclusion

At TAS, assessment is a collaborative and reflective process that supports student learning and development within the PYP framework. Our assessment policy is designed to promote a culture of continuous improvement and to ensure that all students have the opportunity to reach their full potential.

