

SIS PRACTICES MANUAL

250-1 PRIMARY ASSESSMENT PRACTICES

| CREATED | EFFECTIVE ON | LAST REVIEWED | NEXT REVIEW |
|---------|---------------|---------------|-------------|
| Unknown | 1 August 2024 | May 2024 | May 2025 |

Assessment Practices in the Primary

Roles and Responsibilities

- Teachers collaborate with their respective departments/grade levels to gather, analyse, design, reflect, and act on evidence of students' learning to inform teaching and learning.
- Students actively reflect and self-assess their learning, acting on feedback from teachers and peers to inform their next steps in learning.
- Parents and caregivers should receive reports on students' learning and progress and be free to contact teachers regarding their child/ren's progress. They should be informed about decisions taken to support their child/ren and form a partnership with teachers to ensure the support outlined is successfully implemented.

Implementation of Assessment

Implementation of assessment practices encompass four key dimensions: **monitoring, documenting, measuring, and reporting** on learning.

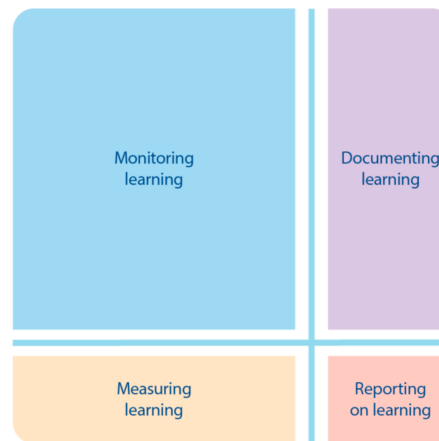
Monitoring of learning is an ongoing process where students and teachers regularly check progress against personal goals and success criteria. This occurs through teacher observations, reflections, feedback, and tools like Seesaw.

Documenting learning involves compiling evidence of student progress in physical or digital formats, making learning visible and providing opportunities for reflection. Students use a variety of platforms to showcase their learning such as Canva, Book Creator, written projects, Powerpoints etc.

Measuring learning aims to capture student achievement at specific points in time, using collaboratively designed assessment tools and procedures. While not all learning can or needs to be measured, these data points contribute to a comprehensive view of student progress using a rubric of understanding to drive the unit of inquiry and sharing the success criteria with students to ensure a shared understanding of what the assessment criteria is based on conceptual understanding.

Reporting learning communicates this information to relevant stakeholders. This is highlighted further in the document below.

Figure AS03: Assessment to inform learning and teaching



Formative Assessment

- Formative Assessment is conducted to measure students' progress within the learning and teaching.
- Feedback is given as a result of the assessment and practiced throughout the unit's length.
- Formative assessments are part of the lessons' scaffolding



- Formative assessments can lead to the summative assessment or parts of skill practice needed for the summative assessment
- Format of formative assessments includes but not limited to: Guided peer/self-assessment activities, rubrics/Task Specific Clarifications (TSC), quizzes, open-ended questions, outlines/plans of projects/papers, drafts, progress charts, star-charts, discussions/Socratic seminars, observation, journals, presentations, guided reflections, exit tickets/polls, scaffolded questions, ATL activities.
- The purpose of formative assessment is feedback; therefore, they may be unmarked, but verbal or written feedback must be provided. In the PYP this is often done through a conferring model with students.
 - Targeted feedback (focused on learning objectives and success criteria) should address both students' strengths and areas for growth (this could be individual, small group or whole-class feedback);

Summative Assessment

- Summative assessment is conducted to identify achievement of pre-selected knowledge, concepts, and skills, transdisciplinary and subject-specific.
- Summative assessments in the PYP are designed collaboratively by teachers to evaluate student learning, measure achievement of the established learning objectives, and determine the degree to which students have mastered the knowledge, concepts, and skills.
- Summative assessments in the PYP are typically conducted at the end of a unit or programme of inquiry
- Summative assessments focus on assessing students' understanding of the central idea, lines of inquiry and standards linked to the unit.
- Summative assessments are collaboratively designed by the teaching team and can be a variety of performance tasks, exhibitions, projects, and tests.
- Assessment criteria are based on standards taught during the unit.
- Teachers have the flexibility to design the types of assessments that students will use.
- Assessments can include and are not limited to rubrics, exemplars, checklists, anecdotal records and/or continuums.

Diagnostic Assessment

- A diagnostic assessment is conducted to assess the student's knowledge, skills, and understanding within a certain time frame.
- An assessment conducted at the beginning of the year would inform teachers of students' prior knowledge.
- An assessment conducted in the middle and end of the year would inform teachers of students' progress.

Diagnostic assessment implemented in SIS:

- WIDA testing is conducted:
 - As part of admission and as a data point to determine student's placement within the English Language.
 - In the beginning of semester 1 and 2 as part of the whole school EAL programme to further support students with English as Additional Language
 - WIDA testing is conducted by the whole school EAL team and is a part of the EAL practice.
- MAP Testing is conducted in September and February to collect students data point in Reading, Mathematics and Language usage.

Inclusion in the Assessment

- Where a student is diagnosed with a specific learning need, inclusive assessment arrangements may be applied subject to educational evaluation by a qualified Educational Psychologist.
- The Student Support Team (SST) analyses the evaluation and consults with subject teachers where necessary to apply inclusive assessment arrangements in alignment with the student's Individual Learning Plan (ILP).

Accommodations and modifications

Accommodations alter how a student learns and do not change the learning expectations or standards of what students will learn, know and do. This can include changes to the environment, format, or equipment that allows a student with specific learning needs to be successful in the standard programme and complete assessment tasks. Typically, accommodations could include:

- Extra time to complete tasks.
- Building in breaks during class.
- Using large print text and audio.
- Using specialized equipment (e.g., a computer with spell check, and different colored paper).
- Using a reader and scribe in assessments and exams.

Modifications change what a student learns, including changes to the learning expectations or standards, as the student may be unable to access parts of the curriculum (usually only for students with an ILP). Typically, modifications may include:

- providing alternative assessments or programme
- providing alternative texts or resources that are accessible to students
- Any modifications to alternative assessments or the teaching and learning of the programme need to be consulted and approved by the programme coordinator.

Reporting

Reporting on student progress focuses on what they know, understand, can do and feel about their learning. The formal ways by which this is reported to the families are:

- Written reports at the end of semester – These reports reflect the summative records of the student's progress.
- Conferences – Throughout the year and depending on the age group, the following conferences will take place:
 - Teacher-student conferences



- Teacher-parent conferences
- 3-way conferences
- Student-led conferences

APPENDICES

- Assessment Calendar (See Appendix 1)
- Assessment guidelines (See Appendix 2)
 - Benchmark assessments:
 - EAL (if needed)
 - CAL/FAL
 - Writing on-demand
 - Reading accuracy, fluency, and comprehension (Running Records)
 - Listening and speaking
 - Maths



- Mandarin (Language A and B)
- French students (FIP) - language and math
- Reporting and conferencing guide (See Appendix 3)
 - Student reports (twice a year)
 - Core competencies (skills, knowledge, concepts) are to be assessed for each subject area.
 - Progress Report (EAL)
 - Semester report
 - Portfolio
 - Use of digital portfolio – Seesaw as a platform used from Nursery to Grade 5
 - Conferences: (three times a year and appears on the school calendar)
 - Teacher-parent
 - Teacher-parent-student
 - Student-led conference
- External Assessments (See Appendix 4)
 - Measures of Academic Progress (MAP) Grades 2- 5
- Assessment moderation guide (See Appendix 5)

The following appendices, and any others that will be added, will be reviewed, and updated every school year. Guidelines might differ depending on division (primary and secondary) and age groups.

Appendix 1: Assessment Calendar

The assessment calendar supports the following philosophy statements:

- *Assessments are created collaboratively by teaching teams.*
- *Assessments are authentic and designed to meet a wide variety of student needs.*
 - *A variety of formative and summative assessments are used to give students feedback on their academic and personal achievement.*
 - *A variety of feedback on the demonstration of the IB Learner Profile and the ATLs during the learning process.*
 - *Proficiency levels and indicators of success are communicated.*
 - *Data collected from assessments informs instructional decisions.*
 - *Students are given multiple opportunities to demonstrate what they know, understand, can do and feel about their learning.*

To ensure consistency and accountability, teaching teams will follow an assessment calendar. These different data sources will be triangulated for the following purposes:

- Diagnostic assessments (D)

A pre assessment whereby teachers evaluate students' strengths and weaknesses, knowledge and skills.

- Formative assessments (F)

Formative assessment provides information used to plan the next stage in learning.

- Summative assessments (S)

Summative assessment measures understanding at the culmination of the teaching and learning process. Assessment is divided into three areas: Assessing—how we discover what the students know and have learned. Recording—how we choose to collect and analyze data. Reporting—how we choose to communicate information.

The assessment calendar will be updated annually and will include the assessment tools below:

[Link to the 2024 - 2025 Assessment Calendar](#)

[Link to the assessment tools folder](#)

| SIS Common Assessments and Tools | | | | | |
|---|--|--------------------------|-------------------|--|--|
| Learning Data | Grade level requirement | Assessment Administrator | Data review | Purpose | Notes |
| Developmental Domains | Early years, ongoing | EY teaching team | EY teaching team | To gather data through observations on the following domains: <ul style="list-style-type: none"> • social emotional • physical • cognitive and language • To inform parents through conferences and written reports | Incorporate key indicators in the UOI progress tracker and review them regularly Developmental Domains Progress Tracker Nursery Progress Tracker Pre K1 Progress Tracker Pre K2 |
| Foundational literacy and math continuums | Early years, ongoing | EY teaching team | EY teaching team | <ul style="list-style-type: none"> • To identify children's awareness of early literacy and numeracy concepts • To inform parents through conferences and written reports | Incorporate key indicators in the UOI progress tracker and review them regularly. Mathematics continuum Literacy continuum |
| Concepts of print See documents on right | KG - BOY Other grade levels as needed | Homeroom teachers | Homeroom teachers | <ul style="list-style-type: none"> • To identify children's understanding of print concepts, including book orientation, directionality, reading terminology such as word, letter, the beginning of sentence, and top of page, simple punctuation marks | Concepts of print directions Concepts of print implications Concepts of print recording form Concepts of print guide |



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| <p><u>Letter sound identification</u></p> <p>See documents on right</p> | <p>KG (BOY) Prek2 - (EOY)</p> <p>Other grade levels - as needed</p> <p>Orton-Gillingham Alpha betic Screener for those in intervention groups</p> | <p>Homeroom / EAL / Literacy support teachers</p> | <p>Homeroom / intervention teachers</p> | <ul style="list-style-type: none"> • To determine if a child needs intervention for phonemic awareness and address a decoding concern • To monitor student progress or show student growth. | <p><u>Letter sound identification directions</u></p> <p><u>Letter sound identification implications</u></p> <p><u>Letter sound identification recording form</u></p> <p><u>Letter sound identification student recording form</u></p> <p><u>Letter sound identification guide</u></p> |
| <p><u>Phonemic Awareness and Phonological Awareness</u></p> <p>See documents on right</p> | <p>K-2</p> | <p>Homeroom / EAL / Literacy support teachers</p> | | <ul style="list-style-type: none"> • To gather data at different points in the school year to monitor a student's progress and growth with phonological and phonemic awareness | <p><u>Phonemic awareness</u></p> <p><u>Phonemic decoding assessment</u></p> |
| <p><u>High Frequency words</u></p> <p>See documents on right</p> | <p>KG – start with List A (mid-semester)</p> <p>G1 - start with List A and move on to List B, C, and D (BOY)</p> | <p>Homeroom / intervention teachers</p> | <p>Homeroom / intervention teachers</p> | <ul style="list-style-type: none"> • To determine the number of high-frequency words that students remember with automaticity • To identify student placement for grouping during instruction | <p><u>High frequency words</u></p> |



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| | <p>G2 - start with List B and move on to List C and D when ready. Try List A if List B is too hard (BOY)</p> <p>Other grade levels - as needed</p> | | | | |
| <p>Developmental Spelling Inventory See documents on right</p> <p>Words Their Way</p> | <p>G3-G5 BOY, middle of the year, end of the year</p> | <p>Homeroom / intervention teachers port</p> | <p>Homeroom / intervention teachers</p> | <ul style="list-style-type: none"> To identify students' knowledge of key spelling features at different stages of spelling development To identify student placement for grouping during instruction To determine growth throughout the year | <p>Teacher instructions Primary Spelling inventory Upper Elementary Spelling inventory</p> |
| <p>TC Running Records</p> | <p>KG – start with a level based on the student's HFW and comprehension (before the end of semester one and in conjunction with reports)</p> | <p>Homeroom / EAL / Intervention teachers</p> | <p>Homeroom / EAL / Intervention teachers</p> <p>Teaching teams/TL's</p> | <ul style="list-style-type: none"> To determine students' independent and instructional reading levels To measure reading fluency, accuracy and comprehension To identify reading placement levels and group students for reading instruction To select texts that will be authentic for student's instruction To identify students who may need intervention | <p>Teams moderate assessments</p> <p>Strategies to teach for each reading level Level A – L combined Level L- Z combined</p> |



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| | <p>G1- Refer to last school year's data (beginning of the year and in conjunction with reports)</p> <p>Levels A-G once monthly L-H every six weeks M-Q every two months R-Z every three months</p> | | | <ul style="list-style-type: none"> To identify reading growth for whole school data analysis To inform parents through reports and conferences | |
| <p><u>Writing on demand</u> <i>Narrative- pre and post</i> <i>Informational- pre and post</i> <i>Opinion – pre and post</i> See documents on right</p> | <p>Kg-G5</p> <p>Beginning and end of units</p> | <p>Homeroom / EAL / Intervention teachers</p> | <p>Homeroom / EAL / Intervention teachers</p> <p>Teaching teams/TL's</p> | <ul style="list-style-type: none"> To identify individual student's writing abilities To identify strategy groups for differentiation during workshop time To moderate writing assessments To inform parents through reports and conferences | <p>Teams moderate assessments – check protocol</p> <p>K-2 Writing on Demand</p> <p>K-8 Narrative Writing on Demand prompt</p> |
| <p>LLI</p> | <p>G1-G5 for intervention groups</p> | <p>Intervention teachers/ Teaching assistants</p> | <p>Intervention teachers/ Teaching assistants</p> | <ul style="list-style-type: none"> To advance the literacy learning of students not meeting grade-level expectations in reading To deepen and expand comprehension with close reading. | <p>Select members of teaching teams currently undergoing training</p> |

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| | | | | <ul style="list-style-type: none"> • To increase reading volume by engaging students in large amounts of successful daily reading • To increase student engagement with books that build knowledge. • To intervene with small groups of struggling readers to maximize growth. • To monitor student progress. | |
| WIDA | KG and G1 students – May G2-G5 EAL students – for monitoring/ exit procedures | EAL teachers | EAL teachers | <ul style="list-style-type: none"> • To assess each of the four language domains: Listening, Speaking, Reading, Writing • To determine entry/exit into the EAL program | Teams use WIDA data alongside other literacy data |
| Measures of Academic Progress (MAP) | G2-G5 August December May | Homeroom teachers | Homeroom / EAL / Intervention teachers Teaching teams/TL's Leadership teams | <ul style="list-style-type: none"> • To gather baseline data in literacy and mathematics against international normed data • To measure individual students' growth throughout the year • To triangulate students' learning data against internal benchmark assessments • To identify learning growth for whole school data analysis • To inform parents through written MAP reports | Teams review data |



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| Math pre-assessments | KG-5 | Homeroom teachers | Homeroom teachers | <ul style="list-style-type: none"> To identify individual student's math levels at the beginning of each unit To identify strategy groups | Internally developed assessments – under review Teams moderate assessments Present on assessment calendar |
| End-of-unit Math summative | KG-5 | Homeroom teachers | Homeroom teachers | <ul style="list-style-type: none"> To identify individual student's growth in math To identify strategy groups To inform parents through reports and conferences | Internally developed assessments – under review Teams moderate assessments Present on assessment calendar |
| UOI summative | Kg – Ongoing formative assessments throughout the inquiry G1-G5 | Homeroom teachers | Homeroom teachers | <ul style="list-style-type: none"> To identify achievement of pre-selected knowledge, concepts, and skills, transdisciplinary and subject-specific To inform parents through reports and conferences | Teams identify KUDs. Internally developed assessments Teams moderate assessments |
| World Languages - Mandarin Placement test | New students Kg-G5 | Mandarin teachers | Mandarin teachers | <ul style="list-style-type: none"> To identify individual student's class placement as CAL, Language B, or Language A | Internally developed |
| World Languages - French Phase 1 Level A1 baseline | All students KG - G5 | French teachers | French teachers | <ul style="list-style-type: none"> To develop level of proficiency in listening and speaking to guide and differentiation in learning Under development Reading and Writing assessment | Internally developed |



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| <p>World Languages - Mandarin</p> <p>Reading Level</p> | <p>G1-G5 Language B and Language A students</p> <p>G2-G5 CAL students</p> | <p>Mandarin teachers</p> | <p>Mandarin teachers</p> | <ul style="list-style-type: none"> • To determine students' independent and instructional reading levels • To measure reading fluency, accuracy, and comprehension • To identify reading placement levels and group students for reading instruction | <p>Standardized testing from Level Chinese</p> |
| <p>World Languages - Mandarin</p> <p>Writing</p> | <p>G3-G5 Language B and Language A only (Level Chinese)</p> | <p>Mandarin teachers</p> | <p>Mandarin teachers</p> | <ul style="list-style-type: none"> • To identify individual student's writing abilities • To identify strategy groups for differentiation during workshop time • To moderate writing assessments • To inform parents through reports and conferences | <p>Standardized testing from Level Chinese</p> |
| | <p>End of unit writing assessments</p> <p>Language A - 3x per year Language B and CAL - 4x per year</p> | | | | <p>Internally developed and sourced from TC and Level Chinese</p> |
| <p>World Languages - Mandarin</p> <p>Vocabulary and Language Convention</p> | <p>Kg -G5 Language A - 3x per year Language B - 4x per year</p> | <p>Mandarin teachers</p> | <p>Mandarin teachers</p> | <ul style="list-style-type: none"> • To determine the number of words that students remember with automaticity. • To identify student placement for grouping during instruction | |



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|---|----------------------|---------------------|---------------------|---|---|
| World Languages - Mandarin Listening and speaking | CAL only - 4x a year | Mandarin teachers | Mandarin teachers | | Internally developed |
| Specialists end-of-semester assessments | | Specialist teachers | Specialist teachers | <ul style="list-style-type: none">• To identify achievement of pre-selected knowledge, concepts, and skills• To inform parents through reports and conferences | Teams identify KUDs. Internally developed assessments Mainly administered on Seesaw |

Appendix 2: Academic Standards and Learning Progression

The learning progression used at SIS supports the following philosophy statements:

- *Assessments are authentic and designed to meet a wide variety of student needs.*
- *Learning proficiency levels and indicators of success are communicated.*
- *Data collected from assessments informs instructional decisions.*

The following standards support our concept-focused, inquiry-based teaching and learning practices.

1. Language and Chinese Language A - Common Core State Standards
 - a. Writing: Teacher's College Learning progression in writing
 - b. Reading: Teacher's College Learning progression in reading
 - c. Phonics: Teacher's College Learning progression in phonics
 - d. Chinese as an Additional Language (CAL)/Language French as an Additional Language (FAL) - WIDA and ACTFL
 - e. EAL – WIDA
2. Mathematics – Common Core State Standards with San Francisco math as a resource
3. Science – Next Generation Science Standards
4. Social Studies – Career, College and Civic Life (C3) Standards
5. PE – SHAPE Standards
6. Visual and Performing Arts – National Core Arts Standards
7. Early years
 - a. Te Whariki
 - b. Early years Literacy Development Continuums (international)

Appendix 3: Reporting and Conferencing Guide

Reporting and conferencing practices at SIS support the following philosophy statements:

- *Communication with parents regarding student progress occurs regularly.*
- *Student reports summarise the most recent performance and reference evidence gathered to support the proficiency levels.*

Reporting on student progress focuses on what they know, understand, can do and feel about their learning. The formal ways by which this is reported to the families are:

- a. Written reports – These reports reflect the summative records of the student's progress.
- b. Conferences – Throughout the year and depending on the age group, the following conferences will take place:
 - Teacher-student conferences
 - Teacher-parent conferences
 - 3-way conferences
 - Student-led conferences

Narrative Writing – Guidelines

What is required?

Grade 1 - Grade 5: (as laid out in the order of our reporting system on Managebac)

- **An "Observation Comment"**

The homeroom teacher writes this comment to give an overview of the student based on the academic language of the International Baccalaureate. This comment is based on the Approaches to Learning and Learner Profile.

- **A Math and a Literacy comment (housed in different boxes on the portal)**

This comment (paragraph) focuses on learning within the subject area taught that semester, along with at least two bulleted points of "Strengths" and one or two of "Next steps."

A minimum of four paragraphs per semester report

- **Music, PSPE, Art and World Languages comment**

This comment (paragraph) focuses on the subject area with a minimum of two bulleted points of "Strengths" and two bulleted points of "Next Steps."

- Overviews of Units of Inquiry with a focus on the Learner Profile and ATLs

For each individualised paragraph, there is:

- A paragraph encompassing the students summarising the main subject-area focus
- Bullet at least two sentences focusing on strengths. Have one bullet point below the next.
- At least a sentence highlighting an area of growth. Have one bullet point below the next.

Learner Profile and Approaches to Learning comments, using the following formats:

- Integrated into the content paragraphs, including unit overviews.
- A separate paragraph which addresses student's strengths and areas of improvement in the Learner Profile

Other Requirements

The character count for the homeroom teacher is up to 2500, which includes comments from the EAL teacher; the character count for the specialist teacher is between 300 and 400. A space is included in the character count.

Write it in MS Word prior to putting it into Managebac to avoid deletions, etc.

Paragraphs must be indented, and no space between paragraphs.

Trade with a colleague as well as a member of PLT for proofreading and moderation **before** pasting into Managebac.

Reviewed May 2024 (Assessment Committee)

What Makes a High-Quality Narrative?

- There is significantly more information about the student than about the curriculum. Curriculum sentences are concise.
- Learner Profile and ATL comments are embedded, but there is also a separate paragraph about them at the beginning or the end.
- The comments made about the student correlate with the information in the curriculum sentence.
- The comments made about the student are meaningful (for example, is it meaningful to say, "James can accurately subtract three-digit numbers using regrouping?").
- The narrative is not formulaic or choppy. It flows well.
- There is a voice to the narrative, which shows an individual understanding of the student.
- There is an introductory or concluding paragraph about the student that is not necessarily in the context of reading, writing, math, science, or social studies.
- Students' names are referenced throughout the report writing process to ensure the student's individuality as a learner.

What to avoid

- Focusing on curriculum rather than academic progress.
- Using a skeleton or fill-in-the-blank narrative for all students.
- Phrases such as good job! Well done! Keep up the Great Work! WOW!
- Using slang or colloquial expressions.
- This report is the first indication of a problem with the child.
- Referring to other children.
- Long, wordy sentences.
- Restating the obvious (Suzie is proficient in all areas.)
- The word "I".

Appendix 4: External Assessments

The use of external assessments at SIS, e.g. Measures of Academic Progress (MAP), supports the following philosophy statements:

- *Data collected from assessments informs instructional decisions.*



- *A variety of assessments are used to give students feedback on their academic and personal achievement and the demonstration of the IB Learner Profile and ATLs throughout the unit.*

Appendix 5: Assessment moderation guide

Teachers are expected to moderate their assessments regularly to ensure consistency and quality assessments. Moderation supports the following philosophy statements:

- *Proficiency levels and success indicators are communicated before units of study. At the beginning of unit unpacking, teachers should pre-assess students' knowledge, understanding, and skills to ensure that the unit planned meets the needs of the student cohort and inform assessment practices if they need to be altered.*
- *Student reports summarise the most recent performance and reference evidence gathered to support the proficiency levels.*