



# **Continental Colony Elementary School**

## **Assessment Policy**

### **IB Standards**

**Culture 1:** The school secures access to an IB education for the broadest possible range of students.

**Culture 1.1:** The school implements and reviews an access and/or admissions policy that clearly describes the conditions for participation in the school's programme(s).

**Philosophy of Assessment** The community of Continental Colony Elementary School recognizes assessment as the means to identify what students know, understand, and can do. Assessment administration involves the gathering of information about student performance – both formally and informally – as well as an analysis of that data in order to inform the next stages of teaching and learning.

In alignment with the Teacher Keys Effectiveness System (TKES), the evaluation instrument used to measure teacher performance, teachers are expected to “systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population” (GA Dept. of Education, 2014). In the assessment process, all stakeholders – students, teachers, parents, and administrators – will have a clear understanding of the reason for any given assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

We believe that assessments ought to be:

- accurate, reliable, and fair so as to be free from cultural bias;
- consistent, clear, and concise;
- meaningful and thought-provoking;
- ongoing and engaging;
- accommodating of diverse learning styles;
- an opportunity for students to take a more active role and responsibility in their learning; and
- challenging.

### **Assessment Tools**

Continental Colony Elementary School is dedicated to utilizing a diverse range of testing formats to assess learning, growth and the student's ability to apply learned skills and concepts. The following types of assessments will be used to evaluate: IB PYP, GHES, APS, state-wide, and national goals.

### **Definitions of Effective Assessment**

- Weekly assessments and common assessments should be administered based on standards with specific regards to elements for a more concise determination of mastery.
- Formative Assessment: This form of assessment is used to determine if students are learning the skills, making connections to solidify enduring understandings, and demonstrating those understandings through the Approaches to Learning. It is woven throughout the daily learning process to direct and inform teaching. Formative assessments may occur through observations, discussions, exit tickets, homework, class activities, group work, quizzes, or written reflections.

- **Summative Assessment:** This form of assessment is used at the end of a transdisciplinary Unit of Inquiry or series of learning experiences so that students can comprehensively demonstrate, through the Approaches to Learning, the skills and understandings expected for that unit of study. Summative assessments may take the form of unit tests, essays, research projects, experimental projects, oral presentations, journal writing, investigations, or problem-based inquiry projects.
- **Standardized Assessment:** This form of assessment is any test that requires all test takers to answer the same questions in the same way, and it is scored in a standard and consistent manner in order to make it possible to compare the relative performance of students. These assessments are aligned to learning outcome expectations established by the State of Georgia and/or Atlanta Public Schools. These assessments are given in consistent and regular increments throughout the school year.

**Mandatory assessment** stems from campus, PYP, district, state, and/or federal required assessments. For more information, see the [Atlanta Public School District Testing Calendar](#).

- Student portfolio-reflections, WSO (Pre-K)
- Classroom based assessments - pre and post-tests, rubrics, observations, anecdotal records, discussion, conferences, running records, Orton Gillingham Screening, [Accelerated Reader](#) (AR), [MAP](#), [Write Score](#)
- Physical Education Assessment: [Fitnessgram K-5<sup>th</sup>](#)
- [Georgia Milestones Test \(3<sup>rd</sup> – 5<sup>th</sup>\)](#)
- [Georgia Alternative Assessment](#)
- Office of Early Learning Assessment, [PALS](#) (Pre-K only)
- [Georgia Kindergarten Inventory of Developing Skills \(GKIDS\) Readiness Check](#)
- [Georgia Kindergarten Inventory of Developing Skills \(GKIDS\)](#)
- [National Assessment of Educational Progress \(NAEP\) 4<sup>th</sup> grade only](#)
- [MAP, NNAT3, GRS, Product Assessment \(Gifted Education\)](#)

- [ACCESS, WIDA K Model, WIDA SCREENER \(ESOL only\)](#)
- [STAMP \(DLI\)](#)
- 5<sup>th</sup> grade Exhibition

### **Roles & Responsibilities**

Continental Colony Elementary is continually informed of the IB programme standards through professional learning and workshops. We are also committed to the IB programme standards and practices through the employment of a full-time PYP specialist, inquiry-based trainings, and websites that relate to teaching and learning. The IB Team will ensure that the assessment policy supports the PYP philosophy. Common planning and training ensure all teachers are PYP teachers and part of the PYP community. Teachers, support staff, administrators, and PYP specialist are responsible for communicating the assessment policy to the Continental Colony community via the website, faculty handbook, and student handbook. The head-of-school, PYP specialist, and district program coordinator are responsible for providing opportunities for teachers' professional learning regarding assessment of, and for, teaching and learning.

### **Assessment Policy Review**

The assessment policy will be formally reviewed, as needed, by Continental Colony Elementary School's staff and community stakeholders at least once each year in order to adapt to changing best practices, changes to the Primary Years Programme, and changes to the needs of our community. The effectiveness of this policy will be reflected in our assessment data and feedback from stakeholders. We welcome comments and recommendations on this policy at any time.

### **Bibliography**

IBO, 2009, Making The PYP Happen

IBO, 2020, Program Standards and Practices

Bolton Academy Assessment Policy, 2018

E. Rivers Assessment Assessment, 2025