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INTERNATIONAL SCHOOL

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Lower School Assessment Policy and Procedures  
2018 – 2019

Table of Contents	Page
<i>ACS Assessment Policy</i>	3
<i>Purposes of Assessment</i>	4
<i>Assessment Practices in Lower School</i>	5
<i>ACS Assessment and Reporting Timeline</i>	7
<i>Baseline Assessments</i>	7
<i>Grade Level Expecations in Writing</i>	8
<i>Grade Level Expecations in Reading</i>	9
<i>Grade Level Expecations in Phonics</i>	10
<i>MAP/CPAA</i>	10
<i>Reporting to parents</i>	10
<i>Conferences</i>	11
<i>ePortfolios</i>	17
<i>Early Years Annotation Sheet</i>	19

Lower School Assessment Policy and Procedures  
©updated October 2018®

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## **ACS Assessment Policy**

Assessment in the Lower School aligns with the following IB practises:

B1.5. The school develops and implements policies and procedures that support the program

B1.5.b. The school has developed and implements an assessment policy that is consistent with IB expectations.

Assessment is the process used to guide teaching in order to improve learning. We believe that assessment practices should be an integral part of the written curriculum and programme of instruction. Assessment methods are both formative and summative and should demonstrate what students know, are able to do and understand. A variety of assessment methods should be used, which are sensitive to different learners.

ACS Egham International School believes that assessment methods should be fair, transparent and free from bias. It is our aim that students know in advance when and how they will be assessed and the criteria by which they will be assessed. Assessments provide students, teachers and parents with evidence to evaluate learning, the curriculum and instruction.

Assessments also provide diagnostic information to ensure an appropriate programme for students. Assessments should be valid, linked to defined standards and be moderated, where appropriate. Results will be reported to the school community as appropriate and be used as a basis for dialogue.

1. Formative assessment will be part of unit and lesson planning and be part of the ongoing instructional programme
2. Summative and standardized assessments will be part of the educational programme at appropriate grades
3. Assessments will provide diagnostic information, baseline information and evidence of progress throughout the year
4. A variety of assessment methods will be used to accommodate all learners, special needs and the development of the whole child and to encourage higher thinking skills
5. Assessments will provide evidence to evaluate student performance, teaching strategies and the curriculum
6. Assessments will include student self-assessment, teacher assessment, external moderation and peer assessment when appropriate, to encourage reflection on the process of learning
7. Assessments will be criterion-referenced to valid and appropriate learning targets and communicated to students in advance
8. Assessment of students' attitudes, behaviour and effort are distinct from the assessment of knowledge, concepts and skills
9. Assessment should link judgments about achievement to evidence and provide a basis for dialogue between students, teachers and parents
10. Assessment e-portfolios and regular reports will be kept and passed onto relevant personnel when appropriate and necessary

## **Purposes of Assessment**

### **Students:**

- To serve as a tool which will both encourage and motivate students to learn
- To assist students in setting goals for themselves to develop learning strategies
- To build positive self-awareness and encourage students to strive for excellence
- To inform students about and to enable them to monitor their current level of skill/knowledge mastery
- To empower students to be independent learners, self-reliant and self-critical learners

### **Teachers:**

- To determine previous learning and to decide appropriate levels of instruction
- To evaluate student proficiency either within a programme and/or outside their age group
- To identify students' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom
- To provide feedback for students to improve their performance and achieve certain targets
- To measure whether the instruction has been successful
- To ensure that there is consistency between teachers
- To provide external validations for their practices and judgments
- To provide diagnostic information about special needs to develop an educational plan

### **Parents:**

- To determine if their child is learning what is necessary for future success both in school and beyond the school
- To assist the parent in comparing the performance of their child with students in another setting
- To help the parent fully understand the strengths, achievements and areas of growth for their child

### **Administrators:**

- To aid the school in determining whether a student will be successful within a particular grade level or programme
- To establish a knowledge base to work with teachers for the development of curriculum and the modification of instructional methods
- To plan effective staff-development programmes
- To provide information, both on an individual student level and on a collective basis, for distribution to the appropriate groups
- To provide information to assess current programmes and/or the introduction of new programmes
- To generate information which will be used to guide the development of future school development plans
- To compare the school's results with those of other schools

## **Assessment Practices in the Lower School**

Assessment is integral to all teaching and learning. It is central to the Primary Years Programme's goal of effectively guiding students through the five essential elements of learning:

- The understanding of concepts
- The acquisition of knowledge
- The mastering of Approaches to Learning (ATLs)
- The development of the learner profile and attitudes
- The decision to take action.

Both students and teachers should be actively engaged in assessing the student's progress as part of the development of their wider critical thinking and self-evaluation skills.

The purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the program.

We feel effective assessments:

- Identify what is worth knowing and assess it
- Have criteria that are known and understood in advance
- Allow students to demonstrate the range of their conceptual understandings, their knowledge and their skills
- Are made up of tasks that require the synthesis and application of their learning
- Focus on big ideas and ATLs rather than facts
- Focus on producing a quality product or performance
- Highlight a student's strength and expertise
- Take into account different ways of learning and knowing and are sensitive to personal circumstances
- Use scoring that focuses on the essence of the task and not on what is easiest to score
- Produce evidence that can be reported and understood by students, parents, teachers, administrators and board members
- Are continuous and cumulative
- Are subject to continuous review and improvement

Continuous assessment provides insights into students' understanding, knowledge, skills and attitudes. These are necessary to plan further learning experiences for the students.

**Teachers will use some of the following methods for collecting data about students:**

**Observations:** students are observed often and regularly, as part of a group or as an individual and both with teacher guidance and without.

**Performance assessments:** These are goal-directed tasks with established criteria. They are meaningful and significant challenges and problems. In these tasks there are numerous approaches to the problem and rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

**Process focused assessments:** Students are observed often and regularly for typical and atypical behaviours. Teachers use multiple observations and often use checklists, inventories and narrative descriptions.

**Selected responses:** These are single-occasion, one-dimensional exercises. Tests and quizzes are familiar examples.

**Open-ended tasks:** These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

**e-Portfolios:** This is a purposeful collection of student's work that is designed to demonstrate successes, growth, higher order thinking, creativity and reflection. e-Portfolios should not be thought of as a collection of work but rather as an exhibition of an active mind at work. *Please see e-Portfolio Guidelines on page 13.*

**Teachers evaluate the types of assessment using the following:**

**Rubrics:** These are an established set of criteria used for scoring or rating students' tests, performances or e-Portfolios. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

**Benchmarks:** These are samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric.

**Holistic Scoring:** This produces a single score. It is based on the overall impression of a sample of work, rated against established criteria.

**Analytical scoring:** This awards separate scores for different aspects of the work. This is often used for diagnostic purposes or when students need specific feedback on their strengths and weaknesses.

Using a variety of assessment techniques enables the teacher and student to have a clear idea of each student's learning and performance, which will be communicated to parents through conferences, progress reports, meetings and written communications.

Assessment weeks for Language and Mathematics are for the purposes of gathering baseline data and measuring growth of individual children. It is critical that children attend school these weeks and that they arrive each day on time. Assessment tools and the data gathered from them are shared with parents and students as appropriate.

## **ACS TIMELINE for Assessment and Reporting**

Date	Assessment/Reporting Item	Relevant Notes	Assessment Type/Data Collection
September/ October	Progress Test in Maths (K-G5) Single Word Spelling Test (1-G5) Reading (PK-G5) Writing(PK-G5) MAP Test (G3-G5) MAP for Primary (G2) Children's Progress/CPAA (K-G1) <i>Phonics Letters and Sounds (PK-K)</i> <i>EY Continuum (PK)</i>	MAP/MAP for Primary/ CPAA proctored by LS Assistant Principal and IT Teacher in the IT lab  Progress Test in Maths and Single Word Spelling Test proctored by LS Assistant Principal and IT Teacher in the IT lab  All other assessments proctored by ClassTeacher	MAP/MAP for Primary/ CPAA=computerised with autonomous data collection  Progress Test in Maths and Single Word Spelling=computerised and data/reports exported by LS Assistant Principal and shared with teachers  All other assessment data is entered by the class teacher into the data collection tool (Google Sheets)
October	3 way Conferences	Student, parent and teacher involved in goal setting conference	Information collected by the teacher and written into the 1st report comments
January	Reading (PK-G5) Writing(PK-G5) <i>Phonics Letters and Sounds (PK-3) (on-going discussion)</i> <i>EY Continuum (PK)</i>	All assessments proctored by ClassTeacher	All assessment data is entered by the class teacher into the data collection tool (Google Sheets)
March	Student Led Conferences	Students lead this conference To be shared with parents during Student Led Conferences	Information collected by the class teacher and written into the 3rd report comments
May	Progress Test in Maths (PK-G5) Single Word Spelling Test (K-G5) Reading (PK-G5) Writing (PK-G5) MAP Test (G3-G5) MAP for Primary (G2) Children's Progress/CPAA (K-G1) <i>Phonics Letters and Sounds (PK-K)</i> <i>EY Continuum (PK)</i>	MAP/MAP for Primary/ CPAA proctored by LS Assistant Principal and IT Teacher in the IT lab  Progress Test in Maths and Single Word Spelling Test proctored by proctored by LS Assistant Principal and IT Teacher in the IT lab  All other assessments proctored by ClassTeacher	MAP/MAP for Primary/ CPAA=computerised with autonomous data collection  Progress Test in Maths and Single Word Spelling=computerised and data/reports exported by LS Assistant Principal and shared with teachers  All other assessment data is entered by the class teacher into the data collection tool (Google Sheets)
All year	E-Portfolio work shared with parents via Seesaw		

### **Notes**

See Lower School Calendar for specific dates  
See Team Leaders/Curriculum leaders for more guidance

### **Baseline Assessment**

In August, class teachers will be provided any baseline data from students that were enrolled the previous spring. This data can be used to start planning and preparing groupings and lessons for the start of the year

and for use until the first assessment window. Assessments are officially completed and data collected at three formative intervals a year.

### Tests Used:

#### Reading

Big Reading (Ros Wilson/Oxford University Press)

#### Spelling

Single Word Spelling Test (NFER/GL-Assessments)

Letters and Sounds/Phonics Play Assessments (in Google Drive)

#### Writing

Big Writing (Ros Wilson/Andrell & Oxford University Press)

#### For Mathematics the following tests are used:

Progress Test in Maths (NFER/GL-Assessments)

MAP

Grade Level Unit Assessments in Mathematics

**Please see the following section for further information regarding the tests and administration guidelines.**

Language-

From Pre-Kindergarten to Grade Five teachers are to gain each student's instructional reading and writing levels, using the Reading and Writing Criterion Scales, which will be emailed to parents by the Language Coordinator. The grade level expectations for Reading will be published once the implementation and use of Big Reading Programme is complete.

## The grade level expectations for **writing**

	By End of October	By End of January	By End of May
PK	Working towards W	W	1C
K	1C	1B	1A
1	1A	2C	2C
2	2C	2B	2B
3	2B	2A	3C
4	3C	3B	3A

5	3A	4C	4B
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## Grade Level Expectations in Reading

	By End of October	By End of January	By End of May
Pre K	Lilac/Pink	Pink/Red	Red/Yellow
K	Red/Yellow	Yellow/Blue	Blue/Green
1	Blue/Green	Green/Orange	Orange/Turquoise
2	Turquoise/Purple	Purple/Gold	Gold/White
3	White/Lime	Copper/Topaz	Topaz/Ruby
4	Ruby/Emerald	Emerald/Sapphire	Sapphire/Diamond
5	Sapphire/Diamond	Diamond/Pearl	Diamond/Pearl

<b>Big Reading Criterion/ NC Level</b>	<b>Book Band Colour (Collins Big Cat)</b>	<b>Lexile Range (can be found on MAP)</b>	<b>Average Year Group for ACSEgham</b>
Pre-Reading	Lilac	0-75	PK
Pre-Reading	Pink	75-125	PK
Pre-Reading	Red	125-150	PK
Level 1C	Yellow	150-200	K
Level 1C	Blue	150-200	K
Level 1B	Green	200-225	K/1
Level 1A	Orange	225-300	1
Level 2C	Turquoise	300-325	1/2
Level 2B	Purple	325-400	2
Level 2B	Gold	400-475	2
Level 2A	White	475-575	2/3
Level 3C	Lime	575-600	3
Level 3B	Copper	600-625	3
Level 3B	Topaz	625-650	3
Level 3A	Ruby	650-675	3/4
Level 3A	Emerald	675-725	4
Level 4C	Sapphire	725-800	4/5
Level 4B-5	Diamond	800-900	4/5
Level 5+	Pearl	900-1000+	5

## Phonics - Grade Level Expectations

Grade Level	Phases Covered	Autumn expected mastery level	Winter expected mastery level	Summer expected mastery level
Pre-Kinder	Phase 1, 2 and 3	Phase 1	Phase 1-2	Phase 2-3 Consolidating
Kindergarten	Phase 3 and 4	Phase 3 Consolidating	Phase 3 Mastery	Phase 4

\*Mastery is 80% correct (majority ticked on assessment)

\*Consolidating is 50% correct (half ticked on assessment)

### Collection and Storage of Data

Each assessment cycle you will be sent an updated assessment Google Sheet from the Assistant Principal. The scores for each assessment should be accurately recorded on the sheet by the end of the Assessment Week, no later. Team Leaders and Assistant Principal to ensure all teachers know and are shown how and where to input data.

### Measure of Academic Progress (MAP), MAP for Primary and Children's Progress Academic Assessment (CPAA)

MAP is a computerised adaptive assessment tool. It is administered in Kindergarten to Grade One (CPAA) and Grades Two (MAP for Primary) and Grades Three to Five (MAP) twice a year. Please See Lower School Assistant Principal or ACS MAP Coordinator for more details.

### Reporting to Parents

Reports are given three times per year. Please see Report Writing Guidelines for more details.

### Data Discussions

The Lower School holds grade level data meetings three times a year to look at individual and group data from the three assessment windows. The Lower School Data Coordinator facilitates these meetings using the Harvard Datawise Protocol.

### Conferences

At ACS Egham there are three conferences per year: a ten-minute meeting with parents in September (or when a family arrives), a three-way conference in October and a Student-Led Conferences in March.

*Please see Conference Guidelines on page 12 for more details.*

### ePortfolios

This is a purposeful collection of student's work that is designed to demonstrate successes, growth, higher order thinking, creativity and reflection. ePortfolios should be thought of as a collection of work, charting the child's learning process.

*Please see ePortfolio Guidelines on page 19 for more details.*

# Conferences

At ACS Egham International School we have three conferences during the school year.

**September:** Ten-minute parent-teacher conference. Teachers arrange these themselves directly with parents during the first two weeks of school. Families arriving at other times of the year should also be welcomed with a ten-minute meeting.

**October:** Three-way Student, Parent and Teacher conference and EAL Conferences. Parents sign up on the computerised booking system.

**March:** Student Led Conference and EAL Conferences. Parents sign up on the computerised booking system.

## Ten-Minute Parent-Teacher Conferences

**Purpose:** Designed to give the teachers a holistic picture of the student.

**What it looks like:**

Parent Role:

- To share the academic and social strengths of their child
- To share their academic and social areas of concern
- To provide background information relevant to students learning

Class Teacher Role:

- To provide some positive feedback to how the student is settling in

Children do not attend this conference

## Three Way Conferences

**Purpose:** Provide students the opportunity to discuss their learning and understanding with their parents and teacher. The primary participants are the student, parents, and teacher

**What it looks like:**

Student Role:

- Reflecting on learning
- Discuss goals
- Identify strengths and areas for improvement
- Discuss next steps
- Discussing and reflecting upon samples of work that have been previously selected with guidance and support from the teacher. (These items might be from the eportfolio, displays, single subject teachers, or student notebooks)
- Demonstrate their understanding through a variety of different learning situations

Parent Role:

- Support student through the conference process
- Parents actively listen and provide positive feedback
- Discuss goals
- Discuss next steps

Class Teacher Role:

- Support student through the conference process
- Set up an environment that promotes easy to access eportfolios, reflections, and the opportunity to reflect and discuss goals within the classroom
- Discuss goals

Learning support/EAL teacher role:

- Collaborating with teacher on the goal setting as appropriate

Specialist Teacher Role:

- Be available to conference about the student

All of the participants must understand the format and their roles prior to the conference

### Student-led Conferences

**Purpose:** Provide students with the opportunity to take responsibility for their learning by sharing their work and learning processes with their parents. The primary participants are the student and the parents.

**What it looks like:**

Student Role:

- Demonstrate their understanding through a variety of different learning situations
- Identify strengths and areas for improvement
- Discussing and reflecting upon samples of work that has been previously selected with guidance and support from the teacher. (These items might be from the eportfolio, displays, single subject teachers, or student notebooks)
- Discuss goals

Parent Role:

- Parents actively listen and provide positive feedback on the student's work
- Parents gain a clear insight into the kind of work that their child has been doing
- Offers opportunity to discuss their child's learning
- Discuss goals

Class Teacher Role:

- To prepare and set aside time for the students to practice sharing and reflecting upon their work
- Set up an environment that promotes easy to access e-portfolios, reflections, and the opportunity to reflect and discuss goals within the classroom
- To select pieces, guide the selection of pieces by the student and provide time to assembly the eportfolio
- Discuss goals

Learning support/EAL teacher role:

- Collaborating with teacher for goals as appropriate

Specialist Teacher Role:

- Be available to conference about the student

There may be several conferences taking place at the same time.

Children are welcome to use their first language with their parents during conferences however, they may wish to speak some English depending on their level of confidence and if they are addressing the teacher.

All of the participants must understand the format and their roles prior to the conference.

Adapted from: © 2007 PYP Making it Happen

### EAL Conferences

Purpose: A chance for parents and teachers to meet and discuss the student's progress so far as well as give a realistic expectation of the process of language acquisition.

Student Role:

- Listen and understand what is being said by asking their parents when they are unsure

Parent Role:

- Share their views on the process of language acquisition so far

Teacher Role:

- Provide feedback and support on the process of language acquisition

## ACS ePortfolio Guidelines

### ***Essential Agreements***

The main purpose of the ePortfolio is to show the development of knowledge, conceptual understandings, Approaches to Learning (ATLs), Attitudes and attributes of the Learner Profile. It is a collection of student work that is designed to demonstrate successes and significant development in their personal growth and education.

ePortfolios document meaningful information in order to make interpretations and judgments of achievement. This achievement reflects the growth and development of the child. The ePortfolio is also a collection of work that reflects an active mind at work. It provides a picture of student's progress and development over a period of time.

The ePortfolio belongs to the student and can serve as a motivator for future learning. ePortfolio work samples demonstrate student's involvement in learning, which highlights success, growth, higher order thinking, creativity and reflection. Each work sample included in the ePortfolio will be accompanied by an annotation.

It is an assessment tool used for and reporting to students, parents, teachers and administrators.

*Making the PYP Happen (2009)*

*ACS Handbook for Teachers (2016)*

The ePortfolio is a collection of work showing one academic year and is to be sent home with the student at the end of the year.

Teachers may use one piece of work to show growth in two areas e.g. skills and knowledge or two subject areas. Teacher and students may select the same piece of work. If this happens please ensure there is both a student and a teacher annotation.

**NB:** Teacher chosen pieces will be accompanied by an annotation completed by the teacher.

Student chosen work will be selected and reflected on by the student.

### **Stakeholders**

The teacher is responsible for the ePortfolio although other key stakeholders contribute to its development. The role of the teacher is to oversee the management of the ePortfolio. They are responsible for tracking students progress and the selection of pieces to ensure significant development is reflected.

Students will have a key role in contributing to their ePortfolio.

The role of the Teaching Assistant is to support the development of the ePortfolio.

Parents will be given opportunities to contribute to the ePortfolio.

### Storage

ePortfolios will be stored electronically using the digital app SeeSaw

### Management

Early Years	Grades One to Five
Class teachers will upload all pieces of work and Single Subject Teachers, to the ePortfolios.	Single Subject Teachers will upload pieces to the ePortfolio.  This will be done during one of their instruction times including Single Subject Teachers.

### Contributions

*Class Teachers - Minimum Requirement to be Included in the ePortfolio*

Goals	Teacher Chosen	Student Chosen
Student, teacher and parent goals from conference (twice per year) are to be included in the ePortfolio.	<p><b>Every unit</b> 1 piece of work from the current unit of inquiry</p> <p><b>Every 2 units</b> 1 reading sample of work 1 writing sample of work 1 speaking or listening sample of work 1 mathematics sample of work</p>	<p><b>Every unit</b> 1 piece of work selected by the student (6 pieces per year).</p> <p>Student chosen pieces can be from any subject area of the curriculum. This is to encourage a balance of work to reflect learning of the whole child.</p>

*Single Subject Teachers - Minimum Requirement to be Included in the ePortfolio*

**Every three units**, one piece of work, per subject area (minimum two pieces per year, per student) will be inserted into the relevant colour coded Transdisciplinary Theme.

One of the selected pieces will be student chosen and reflected on by the student and the other piece, chosen by the teacher. This will be accompanied by an annotation as mentioned above.

# Lower school Assessment Policy and Procedures - 2017/18

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