International School of Ouagadougou Elementary School Assessment Policy

Introduction

The purpose of this policy is to define the assessment process that will be practiced at the International School of Ouagadougou. The content of this document applies to all teachers, students, administrators, parents and all others involved in the education of students at ISO. It is a living document, developed and refined to meet student assessment needs.

Mission Statement

The International School of Ouagadougou cultivates diversity, respect, knowledge and character, and strives to develop global citizens who contribute towards a better, more peaceful world.

Goals

The goal of this policy is to provide a clear and thorough outline of all assessment, evaluation and reporting practices in the elementary department at ISO, to ensure that assessment is used as a tool to inform planning, to track student progress and to raise academic achievement. Every child has the right to receive an education that adheres to their strengths, addresses their needs, and ensures progression. Assessment is an essential tool in the delivery of quality education.

Elements of Quality Assessment

Many approaches are used to assess student understanding of the five C's (critical thinking, communication, community, creativity, and collaboration) which are principles that are valued at ISO. Through the adoption of the five C's in conjunction with quality assessment, students gain the skills and knowledge needed to succeed as they matriculate through school and ultimately in life. The following describes some of the elements of the quality assessments administered at ISO:
- Ongoing reflections
- Inquiry based
- Builds on prior knowledge
- Meaningful and relevant to the learner
- Aligned with ISO's five C's
- Developmentally appropriate
- Supports the understanding of concepts without cultural, racial, gender, ethnic or religious bias
- Varied to meet the needs of student's individual needs including but not limited to:
  - Students who are English language learners
  - Students with social and emotional needs
  - Students with individualized education plans

Assessment Types

- Pre-assessment – Before teachers begin a new teaching learning experience or unit, they will conduct pre-assessment to guide them in the determination of how to teach the content as prescribed by the AERO standards.
    - Pre-assessments include: prior knowledge of the main ideas for each unit of study.
- Formative Assessments – These assessments are ongoing throughout the learning process for the purpose of informing teachers what students have learned in order to plan for the next stage of learning.
    - Quarterly assessments are conducted in each grade level in each subject.
- Summative Assessments – These assessments take place at the end of each teaching and learning process and allow students to demonstrate what they have learned.

Assessment Tools

- Rubrics – an established set of criteria for rating students in all areas.
- Checklists – lists information that should be present in students' work or performance.
- Exemplars – samples of students' work that exemplifies the standard of expected work products.
- Anecdotal Notes – written notes on the observations of student work.
- Learning Portfolios – representations of the progress students achieve over the expected developmental stages of learning.
- Running Records – assess student reading fluency and accuracy. Running records are completed for students in kindergarten through grade 5. This assessment is conducted five times each academic year, once at the start of the year and once at the conclusion of each quarter.

Reporting

Several forms of reports are used to provide parents, teachers and other stakeholders with up to date information on student learning and academic progress.

- **The Measure of Academic Progress (MAP)** – MAP assessment is administered internally three times each academic year in reading and mathematics to students in kindergarten, grades 1, 2, 3, 4 and 5. The results are then evaluated by teachers and shared with parents. The purpose of these assessments is to serve as a diagnostic, and the data derived is used to determine learning intentions for students and inform teacher planning. MAP tests are used to monitor student progress and to identify strengths and weaknesses in the delivery of the curriculum.

- **DELF (Diplôme d'Etudes en Langue Française)** – The DELF prim exam is a French language exam that is given to students in grades 2-5. DELF exams are administered on a case by case basis as students show growth and proficiency in the French language.

Students are evaluated in the areas of French reading, writing, speaking and listening, and must earn a passing score of 50% or higher to advance to A1.1, A1 or A2.

- **Conferences** – Student-teacher conferences can take place as needed. Parent teacher conferences may be scheduled at the request of the parent(s) or teacher as needed and occur annually for school wide conference day. Student led conferences take place during annual student led conference day/s.

- **Portfolios** – The purpose of a student portfolio is to provide samples of student learning and growth. It encourages students to take responsibility and pride in their work and should be a tool for students to facilitate conversations about their learning with their teachers and parents.The portfolio should include multiple examples of student learning for each unit of study in each subject.

- **Reports (Written)** – All written reports should be clear and readily understood by parents and other stakeholders. They should include a thorough description of academic as well as social and emotional development. Each report is followed by opportunities for discussion between student, parents and teacher.
    - Report cards- Bi-annual report cards provide parents with an in depth report of student knowledge and growth in a manner that is both anecdotal and scored on the following criteria:

E	Exceeding the standard
M	Meeting the standard
P	Progressing toward the standard
N	Not meeting the standard
/	Not being evaluated at this time

    - Progress Reports- Progress reports are provided for all students at the end of the first quarter and for students who are performing below grade level in one of the core subjects or in need of additional social and emotional support at the conclusion of the third quarter.
        - Progress reports score students in the area of reading, writing, math, homework, social development, study and work habits according to the following criteria:

Excels consistently in this subject area
Meets the learning goals in this subject area
Approaches the learning goals in this subject area
Not meeting the learning goals in this subject area

*Pre-K report cards and progress reports are anecdotal in their entirety and do not assess students according to the criteria above.

- ESOL Reports- Students in the ESOL program receive a bi-annual report card and a report based on their WIDA results 3 times per academic year.
  - ESOL reports are anecdotal and scored in the areas of reading, writing, speaking and listening according to the following criteria:

E	Exceeding the standard
M	Meeting the standard
P	Progressing toward the standard
N	Needing more practice/experience to meet standard

  - WIDA reports assess children in the areas of speaking, listening, writing, reading, oral language and literacy. Students are assessed on the following criteria for the WIDA assessment:

1	**Entering**	Knows and uses minimal social language and minimal academic language with visual and graphic support
2	**Beginning**	Know and uses some social english and general academic language with visual and graphic support
3	**Developing**	Knows and uses social english and specific academic language with visual and graphic support
4	**Expanding**	Knows and uses social English and some technical academic language
5	**Bridging**	Knows and uses social English and academic language working with grade level material
6	**Reaching**	Knows and uses social and academic language at the highest level measured by this test

Transitioning to the Next Grade Level

Student assessments are passed to the next class teacher via portfolio. A database of student report cards, progress reports, MAP and WIDA reports are kept in the school's digital database for teacher access. The additional following documents are shared with the classroom teacher for the following academic year:

- Running record results
- Quarterly class assessments (generally for core subjects- English, math, science and social studies)
- Learning portfolios

Resources

- [WIDA ACCESS for ELLs 2.0 Interpretive Guide for Score Reports](#).
- [About Running Records](#)
- [AERO homepage](#)
- [MAP Growth: Precisely measure student growth and performance](#)
- [DELF Prim: French diplomas for children](#)