

# ASSESSMENT POLICY

## Our Assessment Philosophy

At Fairmont Private School, we believe the purpose of assessment is to communicate to students and parents areas of strength and needed growth through various types of authentic assessments. Parents also gain information concerning their child's status in relation to age level expectations and developmental milestones. For teachers, regular assessments help gather information needed to adjust instruction or to re-teach for continued learning. We believe that assessment is a critical piece of information that is necessary for the best education of our students. For Fairmont's early childhood programs we use the following types of assessments:

- Formative assessments, to check learning along the way.
- Summative assessments, to check learning at the end of a unit or major concepts.
- Differential assessments, provided to accommodate the different learning styles of students.

## Assessment in the Classroom

Forms of assessment within individual classrooms include both formative and summative instruments and are tailored to meet different learning styles and individual needs. These include, but are not limited to:

### **Pre-assessment**

Knowledge of a student's prior knowledge drives the instruction within our classrooms. For example, at Fairmont, a simple pre-assessment is given before each of the major concepts are taught within our Units of Inquiry. In this way, teachers can determine the student's knowledge of the subject and information the students would like to learn. The pre-assessment drives the instruction in the classrooms. Pre-assessment is done in each of our planners through oral discussion.



## **Formative assessment**

Informal assessment is done constantly throughout our teaching in the classrooms. Our informal assessments include anecdotal notes, checklists, student art, student presentations, role play, through regular student reflection, which consists of oral reflection for our younger learners and oral and beginning written reflection for our kindergarten students. Formative assessments

are used throughout our Units of Inquiry. Formative assessments are also used in language and literacy, readiness and writing, numbers and math, science and social studies, social-emotional and physical development.

## **Summative assessment**

Summative assessments are used throughout our classrooms to evaluate student understanding at the end of our Units of Inquiry. Summative assessments check the student's understanding and progress of major concepts or areas of instruction. Summative assessments focus on the central idea of each unit planner in all classrooms. They also include the end-of-concept tests for our math and language and literacy program. A reading and math inventory through our Get Set for School curriculum assesses understanding of concepts in language and literacy, readiness and writing, numbers and math, science, and social studies. Summative assessments identify student growth.

## **Self-Assessment and Reflection**

Opportunities for self-assessment and reflection are given on a regular basis in all classrooms, particularly as a component of the IB planners. For our kindergarten students and our young learners, self-assessment and reflection are a part of the student's portfolio. In addition to the portfolios for our kindergarten students, progress reports are issued quarterly. Included in the student portfolios for all students is a reflection on the learner profile based on selected questions by the teacher or the student. Teachers then reflect on the student's reflection, and parents reflect on both of these reflections.

## **Assessment and the Program of Inquiry**

Assessment through the planners revolves around both formative and summative assessment. Common formative assessment tasks are developed by teams to assess student learning related to the lines of inquiry. Common summative assessments are developed by teams to assess student learning and understanding of the central idea. These tasks, particularly the summative itself, are not complex activities,

but simple assessments to answer the question, “does the student understand the concepts within the central idea?” These can include simple question and answer formats, oral responses, hands on demonstrations and graphic organizers. They also can be modified to address specific student learning styles and/or individual needs. Teachers work in teams to decide the criteria needed to determine the student’s knowledge of the concept,

then devise a task for students to do, as well as a tool for evaluation. For our kindergarten students, this may include a type of rubric and anecdotal summary. For our younger learners, this will include an anecdotal summary.

## Assessment Recording and Reporting

Fairmont teachers are engaged in regular instructional practices along with the recording of student progress. Our kindergarten students and our young learners receive anecdotal progress reports which classify students as emerging, progressing, or meets standards. These classifications are used for the areas of language and literacy, readiness and writing, numbers, and math.

### Student Portfolios

Student portfolios are maintained for all students within the Primary Years Program. These portfolios are divided into five sections:

- Self-assessment and Reflection
- Summative Assessment
- Teacher Selected
- Student Selected
- Formative Assessment.

Portfolios follow students through their years at Fairmont and are shared with parents during conferences, which are held twice per year (once per semester.) Teachers meet with parents to share the beginning of year assessment data during the first quarter and then meet throughout the year as necessary. At the kindergarten level, student-led conferences are incorporated into conference format.

