

ICA Assessment Policy

Philosophy:

Assessment at International Children's Academy involves gathering and evaluating information, which is used to drive instruction and to communicate effectively with teachers, students, parents, and community members. It is important that everyone has a clear understanding of what is being assessed and why; as well as the methods used, and the criteria for success. Assessment should effectively guide the school community's understanding of the PYP five essential elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action

Principles and Purpose:

Assessment at ICA is an important part of our reflective process. It is used for the following reasons:

- To provide feedback to students on their level of understanding and it can allow students to set goals
- To monitor progress towards individualized goals and provide intrinsic motivation for learning
- To provide feedback to teachers, students, and parents about knowledge, understanding, and/or skill development
- To evaluate effectiveness of the curriculum and learning process.
 - To use it for planning meaningful and authentic instruction that is differentiated to meet all students' needs
 - Formal and informal evaluations used to track progress that give opportunities to apply knowledge, show strengths, and illuminate areas needing growth
 - To gauge progress towards implementation of IB Learner Profile, Central Idea, Lines of Inquiry, and Key Concepts

Methods:

There are three valuable forms of assessment used at ICA.

Pre-Assessment: At the beginning of a unit, student's prior knowledge is gauged through class discussions, KWL charts, observations, learning activities, and formal questionnaires.

Formative Assessment: Throughout the learning process, student understanding of content, skills, learner profile, attitudes, and concepts are assessed through observation, self- or peer-assessment, discussion, learning activities, and individual work. It is used to guide further instruction and progress towards student and class goals.

Summative Assessment: At the culmination of a unit, authentic assessment is used to create real-life scenarios in which students show mastery of the essential elements of IB. This looks like individual projects, end of unit reflection, and action taken.

Reporting:

Type	What	Who	When
Rediker Parent Portal	Online resource for class pages, grades, and parent communication	3 Year Olds-5	Ongoing
Report Cards	Skill-Based and narrative reports at end of each trimester	3 Year Olds-5	3 Times a Year
Parent -Teacher Conference	Teacher and Parent conference regarding student progress towards 5 Essential Elements of IB	3 Year Olds-5	2 Times a Year
ERBs	Standardized Tests	3-5	Each Spring
Successmaker	Language and Math Formative Assessment Tool	2-5	Ongoing
I-Thalom	Hebrew Language and Judaic Assessment Tool	1-3	Ongoing



Report Card
Trimester 1

2017-2018

Student:
Grade:
Teacher's Name:
Date of Issue:

ICA Mission Statement
ICA aims to develop caring and responsible global citizens striving to achieve their full potential through vigorous academic, social and spiritual programs in an inquiry based, inspiring environment that supports the growth of the whole child as a lifelong learner.

Attendance	Days Present	Days Tardy	Days Absent	Attendance %

Achievement Scale	Effort Scale
4- Exceeding the grade level expectation 3- Meeting the expectation - consistently 2- Developing the skill- sometimes 1- Beginning- skill rarely shown	3- A lot of effort 2- Some effort 1- Little effort

N/A- Not assessed this term

Units of Inquiry

Effort Score:

	TR 1	TR 2	TR 3
<p>Who We Are Members of communities share responsibilities and are entitled to certain rights</p> <p>Where We Are In Place and Time Location and resources play an important part on how shelters are built.</p> <p>How we express ourselves Media can serve as a common language for expression.</p> <p>How the world works Understanding of nature's pattern helps people adapt.</p> <p>How we organize ourselves People learn to make decisions based on their needs and wants.</p> <p>Sharing the Planet Plants are an important part of our world and our actions can impact them.</p>			
Narrative			
<p>Who We Are: Melissa learned about her responsibilities as a student. She is a very responsible member of our community. She remembers her homework and completes it every week on time. Melissa also learned about the UN children's rights and why some people have rights and some do not. She can extend her learning by taking actions related to her learning such as informing other kids about their rights.</p>			

LITERACY

Effort Score:

Reading	4	3	2	1
Student identifies the difference between fact and opinion.				
Student reads fluently.				
Writing				
Student applies the main concepts of a persuasive writing.				
Student uses colorful words in his/her writing.				
Speaking/Listening				
Student stays on topic while speaking.				
Student uses descriptive vocabulary in his/her speeches.				
Grammar				
Student uses spaces between words.				
Narrative				

MATHEMATICS

Effort Score:

Shape and Space	4	3	2	1
Student identifies edges, vertices and faces on 3D shapes.				
Student knows the properties of 2D shapes.				
Student draws and measures types of lines and angles.				
Data Handling				
Student can make tally charts.				
Student is able to collect data.				
Narrative				
Melissa can identify the 2D and 3D shapes and their properties. She needs to practice drawing and measuring angles.				

TRANS-DISCIPLINARY SKILLS				
Communication Skills: Listening	4	3	2	1
Student can answer questions after presentations.				
Social Skills: Accepting Responsibility				
Student follows the school rules.				
Student cleans after him/herself				
Thinking Skills: Application				
Student knows the hygiene routines and applies them in his/her daily life.				
LEARNER PROFILE and ATTITUDES				
Thinker				
Student understand that their actions have impact on others.				
Empathy				
Student can understand other's emotions.				
KEY CONCEPTS				
Form-Function-Responsibility				
Student knows the facts about balanced diet.				
Student can draw the food pyramid.				
Student brings healthy food.				

HEBREW/JUDAIC**Effort Score:**

Reading	4	3	2	1
Student reads fluently.				
Writing				
Student writes in complete sentences.				
Speaking/Listening				
Student stays on topic while speaking.				
Grammar				
Student uses spaces between words.				
JUDAIC				
Student knows the stories behind the holidays.				
Narrative				

PE**Effort Score:**

	4	3	2	1
Student applies locomotor movements.				
Student demonstrates body awareness.				
Demonstrates balance				
Narrative				

VISUAL ARTS**Effort Score:**

	4	3	2	1
Student explore art processes and techniques				
Student engages in meaningful reflections with the art work presented				
Student is creative				
Narrative				

EXTRA CURRICULUR CLASSES	
	Effort Score
Kabbalah	
Game	

Behavior Expectations				
	4	3	2	1
Self-Management Skills				
Informed Choices				
Student is able to regulate his/her feelings (communicates them effectively, controls impulses, and demonstrates safe body language.)				
Student stays on task and is not easily distracted.				
Organization				
Student demonstrates organizational skills by taking care of classroom and school.				
Time Management				
Student completes and turns in homework in a timely manner.				
Social Skills				
Cooperating				
Student collaborates well with peers (uses clear, kind communication, respects others' perspectives, and shares responsibility.)				
Respecting Others				
Student is respectful to teachers.				
Student respects rights and property of others.				
Communication Skills				
Listening				
Listens to and follows directions.				
Attitudes				
Independence				
Can learn independently and asks for help when needed.				
Confidence				
Engages in learning activities.				
Narrative				

Report Period-Trimesters	1	2	3	Report Period- Trimesters	1	2	3
Cognitive Development							
Math Skills							
<i>Number Sense & Operations</i>				<i>Patterns & Relationships</i>			
				<i>Measurement</i>			
<i>Shapes & Spatial Sense</i>							
IB Transdisciplinary Thinking Skills							
IB Transdisciplinary Research Skills							

Comments:



Kabbalah Children's Academy
Early Childhood Center

2017-2018

חוכמה היא להקטין
 בנותנו את העולם

Student Name:	Date of Birth:	Teacher:	Grade:
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Development Scale:

N/A- Not Assessed

D- Child is developing the skill independently

E- Child works with the teacher to develop the skill

M- Child demonstrates mastery of the skill

Report Period- Trimesters	1	2	3	Report Period- Trimesters	1	2	3
Social/Emotional Development							
IB Transdisciplinary Social Skills							
IB Transdisciplinary Self Management Skills							
IB Transdisciplinary Communication Skills							
Comments:							

Comments:

Report Period-Trimesters	1	2	3	Report Period- Trimesters	1	2	3
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Gross Motor Development

IB Transdisciplinary Self Management Skills

Comments:

Specialists

Specialists Scale:

Physical Education

Art

Hebrew

Report Period-Trimesters	1	2	3	
IB Unit of Inquiry				
<u>IB Inquiry Scale:</u> 4- Independentt and advanced level of understanding 3- Evident and demonstrates consistency (Grade Mastery) 2- Developing and making positive progress Emerging, more time and experience needed				
				1-
Sharing the Planet				
CI			LP	
Comments:				
How We Express Ourselves				
CI				
Comments:				
Who We Are				
CI				
Comments:				
How the World Works				

Comments:				

