



Vegas Vista Academy Assessment Policy

Written and Reviewed 2025-2026

Mission Statement

At Vegas Vista Academy, we empower students to become curious, compassionate, and capable lifelong learners. Through inquiry-based instruction and reflection, students develop the skills and dispositions necessary to take informed action within their community and the world. Our assessment philosophy aligns with the International Baccalaureate (IB) mission and Learner Profile, promoting a culture of continuous learning and growth.

Central Statement of Assessment

At Vegas Vista Academy, assessment is a continuous, purposeful, and authentic process that nurtures curiosity, compassion, and capability in every learner. Through assessment, we seek to understand what students know, what they can do, and how they are growing as thinkers, communicators, and inquirers. Our assessment culture reflects best practices and the ongoing nature of inquiry, ensuring that planning, teaching, and assessing remain interconnected and responsive to student needs. Assessment informs instruction, fosters reflection, and empowers students to take informed action within their community and the world.

As an International Baccalaureate (IB) school, our assessment philosophy aligns with the IB mission, the Learner Profile, and the Approaches to Learning (ATL) skills. Assessment helps our students develop as reflective, self-directed, and lifelong learners.

Belief Statements

At Vegas Vista Academy, we believe that all students are capable of learning and growth, and that they demonstrate their understanding in diverse and meaningful ways. We recognize that each student brings unique cultural backgrounds, experiences, strengths, and learning styles that enrich our community and must be honored through thoughtful assessment practices. Assessment should provide clear, constructive, and timely feedback that builds confidence, deepens understanding, and supports continuous improvement. We believe that students play an active and essential role in the assessment process by engaging in self-assessment, reflection, goal setting, and informed decision-making about their learning. To meet the needs of all learners, we rely on a variety of assessment tools, strategies, and formats that allow students to showcase their knowledge and skills authentically. Reflection is central to assessment for both students and teachers, as it promotes inquiry, inspires action, and guides instructional decisions.



Through transparent communication and collaboration, assessment also strengthens our partnership between students, teachers, and families, reinforcing a shared commitment to student success.

Guiding Principles of Assessment

At Vegas Vista Academy, our assessment practices are guided by principles that ensure coherence, equity, and purpose. Assessments are intentionally designed during the planning stage and aligned with the central idea, academic standards, and conceptual understandings to ensure that learning experiences are meaningful and connected. Assessment drives and informs instruction by helping teachers identify next steps, differentiate learning, and support individual student needs. We employ multiple formative and summative measures—such as observations, performance tasks, portfolios, conferences, checks for understanding, and unit tests and exams—to capture a complete and authentic picture of student learning. These assessments are ongoing, cumulative, and reflective, enabling students and teachers to monitor progress over time and revisit learning when necessary. Assessment is differentiated according to readiness, learning styles, language abilities, and interests, ensuring equitable opportunities for all students to demonstrate their understanding. Clear criteria, expectations, and success indicators are shared with students in a rubric before assessments occur, fostering transparency and confidence. We intentionally create opportunities for student voice, choice, collaboration, and reflection to promote ownership of learning and personal growth. Our assessment practices emphasize student strengths, celebrate progress, and encourage the application of knowledge and skills in authentic contexts. Regular communication with families supports a shared understanding of student learning, while ongoing review of assessment practices ensures alignment with best practices and the evolving needs of our IB community.

Assessment Types, Evaluation, and Reporting

Assessment at Vegas Vista Academy is a balanced, continuous, and intentional process that supports the development of knowledgeable, reflective, and self-directed learners. In alignment with the International Baccalaureate Primary Years Programme (PYP), assessment is used to monitor, document, measure, and report learning while strengthening student agency, supporting meaningful feedback, and guiding future inquiry. Our assessment practices emphasize conceptual understanding, Approaches to Learning (ATL) skills, and the IB Learner Profile.

Assessment for Learning



We use pre-assessment (diagnostic assessment) to identify students' prior knowledge, skills, and interests before beginning new learning. These assessments guide instructional planning and ensure learning experiences build on what students already understand. Tools may include KWL charts, class discussions, thinking routines, surveys, and standardized measures such as MAP, SBAC, and reading screeners (e.g., DRA).

Throughout teaching and learning, formative assessments are embedded as ongoing opportunities to gather evidence of student thinking and conceptual understanding. These assessments help teachers adjust instruction, differentiate learning, and provide timely, constructive feedback. Formative strategies include exit tickets, anecdotal notes, peer and teacher conferences, sketches or models, checklists, journals, graphic organizers, and reflective prompts. Formative assessment emphasizes student voice and agency, supporting learners as they set goals, track progress, and identify next steps.

Assessment of Learning

Summative assessments occur at the conclusion of units of inquiry to evaluate students' understanding of the central ideas, key concepts, skills, and knowledge explored. These assessments prioritize demonstration and application, emphasizing real-world tasks in which students transfer learning to authentic contexts. Summative assessments may include projects, presentations, models, performances, written explanations, or other demonstrations aligned with the learning intentions and success criteria made clear in advance.

The Fifth Grade Exhibition serves as the culminating demonstration of PYP learning. Throughout the Exhibition, students collaboratively investigate real-world issues, apply ATL skills, and take informed action. They plan, research, document, and present their findings to peers, teachers, families, and the broader community. The Exhibition embodies the essence of the PYP by highlighting student agency, inquiry, and the Learner Profile in action.

Assessment as Learning

Reflection is a core component of assessment at VVA and is intentionally embedded throughout the learning process. As part of developing student agency, learners are given voice, choice, and ownership in how they reflect on and share their learning. Students are encouraged to think deeply about their progress, document growth in ways that are meaningful to them, set personal goals, and identify strategies that support their individual learning needs. Reflective tools may include journals, portfolio entries, self- and peer-assessments, goal-setting activities, and



student-led conferences, all of which provide flexible options for students to express their thinking. Through reflection and agency-driven practices, students become metacognitive, empowered participants in their educational journey.

Evaluation and Schoolwide Measures

To ensure a comprehensive understanding of each learner, VVA also uses standardized and externally created assessments as part of a balanced assessment system. Students identified as English Learners (ELLs) receive targeted support, and their language proficiency is monitored using the WIDA ACCESS for ELLs assessment, as well as other nationally normed measures. Students in grades 3–8 take state assessments (SBAC) in accordance with Nevada state requirements. All students in grades K–8 participate in the NWEA Measures of Academic Progress (MAP) assessments to measure academic growth over time. Families receive MAP Individual Progress Reports during each testing window to support shared understanding of student learning.

Reading progress is monitored through reading benchmarks such as MAP Reading, Fountas & Pinnell, DRA, or comparable proficiency tools. These assessments help teachers identify reading levels, determine instructional needs, and document growth on report cards.

Beginning in the 2025–2026 school year, all kindergarten students will participate in the Kindergarten Early Assessment Gold (KEA Gold). This early learning measure provides insight into developmental readiness and informs instruction at the start of the school year.

Reporting and Moderation

Consistent with IB expectations, assessment results are shared through report cards, student-led conferences, parent-teacher meetings, progress reports, and digital portfolios. Teachers engage in ongoing professional collaboration to review student work, ensure consistency, and support reliable and valid assessment practices across grade levels.

Through a thoughtful balance of classroom-based, reflective, and standardized assessments, Vegas Vista Academy provides a complete picture of student growth, ensuring assessment remains meaningful, student-centered, and aligned with the mission of the IB.



Student Portfolios

Student portfolios at Vegas Vista Academy are purposeful collections of work that demonstrate growth, creativity, and reflection across all subject areas. Each portfolio includes artifacts from Units of Inquiry, self-reflections, and samples of written, visual, or digital work. Portfolios document the development of conceptual understanding, the IB Learner Profile attributes, and the Approaches to Learning (ATL) skills. Students contribute to their portfolios regularly and share them with families during student-led conferences. These portfolios follow students throughout their years at VVA, serving as a meaningful record of their IB learning journey and a tool for reflection and goal setting.

Assessment Tools and Practices

To ensure that assessment is varied and authentic, teachers at VVA utilize a range of tools and strategies. These include rubrics aligned to standards and IB criteria, checklists and continua, anecdotal records and observations, student self- and peer-assessments, teacher-student conferences, performance tasks, and open-ended projects. All assessments are clearly communicated to students before instruction begins to establish transparency and shared understanding. Feedback is provided promptly, is specific to the learning objectives, and is designed to support student reflection and continued progress.

Grading and Reporting

Vegas Vista Academy's approach to grading reflects both mastery of academic standards and holistic development. Report cards are issued quarterly and communicate each student's academic progress as well as their social-emotional growth. Grades are reported using a four-point scale that aligns with rubric-based assessment and standards for mastery:

- 4** – Exceeding Standards: Consistently demonstrates advanced understanding
- 3** – Meeting Standards: Consistently demonstrates expected understanding
- 2** – Approaching Standards: Demonstrates partial understanding
- 1** – Below Standards: Demonstrates limited understanding

Teachers are expected to record a minimum of one formative grade per class each week and one summative grade per class each month. Grades emphasize mastery, growth, and understanding rather than compliance or task completion, supporting the IB philosophy of learning as a continuous, reflective process.



Communication of Learning

Vegas Vista Academy believes that communication between home and school is essential for student success. Teachers share assessment data and feedback through student-led conferences, progress reports, report cards, email correspondence, digital platforms, classroom newsletters, and informal check-ins. Families are encouraged to engage in conversations about learning and may request additional updates or meetings at any time. This open communication fosters transparency and reinforces the shared responsibility for each child's educational journey.

Review Cycle

This Assessment Policy will be reviewed annually by teachers and school leadership to ensure continued alignment with the IB philosophy, school goals, and current best practices. Revisions will incorporate feedback from staff, students, and families, ensuring that the policy remains a living document that evolves alongside the learning community at Vegas Vista Academy.

Date of Most Recent Review:

Reviewed By: VVA Leadership Team: