

# Tracey's Elementary School

## Assessment Policy 2017-18

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### Purposes of Assessment

Assessment is a continuous process of gathering evidence of student learning in order to provide feedback to both learners and stakeholders. Assessment acknowledges the development of the PYP learner profile and attitudes, as well as the implementation of best practices. The transdisciplinary themes provide a focus for inquiry and feedback on the development of skills, understanding of key concepts, and action taken by the student will inform all stakeholders of progress and performance in these areas. Assessment drives student learning and is crucial to the development of the five (5) essential elements of the PYP. The school mission statement reflects our commitment to a range of learning experiences and authentic assessments.

### Mission Statement

*In order to achieve our mission we will:*

- *Establish and maintain a respectful climate that promotes life-long learning;*
- *Implement inquiry-based instruction that is challenging and engaging to develop international mindedness;*
- *Provide opportunities for collaborative and reflective learning;*
- *Utilize a variety of authentic assessments to facilitate and guide rigorous instruction;*
- *Develop positive relationships in school and with the community so students are supported to grow as learners.*

### Assessment Beliefs

We, the staff at Tracey's Elementary School, believe that assessment is an essential component of student learning and teaching. Assessment evaluates and measures student readiness, growth and progress. It is an ongoing process that provides meaningful feedback and guides effective instruction toward positive learning outcomes. The focus of assessment is not only on academic performance, but comprises the student's social/emotional skills and character development, which are key to an understanding of the whole child. Student needs and learning styles are met through teacher collaboration and differentiated instruction. Students gain an understanding of their strengths when reflecting on their goals and learning outcomes. Assessment outcomes inform teachers if knowledge and skills taught need reinforcement and whether students need more time for inquiry. We use a wide range of formal and informal assessment tools and strategies that provide information in an authentic and purposeful way. Assessment focuses on the processes of learning and provides opportunities for self-evaluation and growth. Pre-assessments helps in identifying needs as well as student strengths, knowledge, skills and understanding of concepts. We use both formative and summative assessments to gauge learning and progress.

## Assessment Practices

We, the teachers at Tracey's Elementary, provide a variety of learning experiences and assessment practices to gauge student growth. Collaborative planning ensures that teaching and learning processes are reviewed and refined to meet individual and group needs. Students explore and engage in their own learning with teacher feedback and teachers actively monitoring progress through reflections and student and peer evaluations. A variety of assessments will inform teachers of quality learning taking place via the 5 essential elements of the PYP.

**Assessment for learning:** Strategies used to gather information about student's development, learning, and behavior

- Observations
- Informal assessment
- Performance assessment
- Selected responses
- Open-ended inquiry
- Process-focused assessment
- Interviews
- Flexible grouping
- Descriptive feedback
- Differentiated learning tasks/assessments
- Self and peer assessment
- Reflections
- Homework
- Questioning
- Guided- inquiry
- Authentic assessment
- Conferences
- Test/quizzes ( providing snapshot of specific knowledge)
- Formal Assessment
- Structured inquiry
- Project work
- Participation (Spanish Language instruction)
- Discussions
- Goal Setting
- Approaches to Learning/skills Assessment

### Assessment tools:

- Running records
- Rubrics
- Checklists
- Anecdotal records
- Benchmarks
- Observations
- Exemplars
- Report
- Continuums/ progressions
- Ratings
- Formative assessment
- Summative assessment
- Pre-assessment

**Assessment of learning:** Student performance at Tracey's Elementary is assessed relative to national, state and county standards as well as \*PYP expectations.

### Types of Assessments:

- Pre-assessment\*
- Formative\*
- Summative\*
- Diagnostic
- Screening
- \*Student Portfolios ( 2018-19)
- MISA-Md integrated Science (Gr.5)
- ALPS: Performance series, CogAT (Gr 2, 5)
- WIDA ACCESS- ELL (K-5)
- PARCC- Annual State testing
- \*\*Gr 5 Exhibition- Assessment of learning (2018-19)
- F& P Assessments

***\*\*The Exhibition as Summative assessment:***

The exhibition is the culminating experience for the IB Primary Years Programme. It will be undertaken at Tracey's Elementary by students in 5<sup>th</sup> grade. It requires students to synthesize their prior knowledge and explore real world problems which warrant an investigation. It is a celebration that unites the school community and represents the essence of the PYP: *the IB Learner profile and attitudes* which are embedded across the Transdisciplinary Themes.

***Assessment tools:***

- AACPS Assessments: PTD Portfolio (Kindergarten, Grade 1,2), TOOL (K), PTD Portfolio School (K, Grades 1-2), State Mandated Assessments: PARCC (Grades 3,4,5); ELA and Mathematics School assessment (Grades 2,3,4,5), Quarterly Science/Social Studies assessments (Grades 3,4,5).
- Maryland is a Governing State in the Partnership for Assessment of Readiness for College and Careers (PARCC), a consortium of states that have developed an assessment system aligned to the Common Core State Standards.

**Recording and Reporting**

Reporting is a means of giving feedback about learning. At Tracey's Elementary, feedback on student learning involves parents, students and teachers as partners. Reporting reflects our community values and should be comprehensive, reliable and understandable for all school community stakeholders. Students develop into effective communicators and critical thinkers and are able to reflect with teachers through verbal and written assessments. Reporting is clear and parents are encouraged to interact with teachers and meet regularly to discuss student progress. Through a variety of reporting formats parents are able to reflect not only on the academic progress of their child but to also understand their social and emotional growth as well. We also use a variety of formats to communicate including emails, phone calls and face to face (personal) interactions.

***Grading:***

- Tracey's Elementary adheres to AACPS mandated grading policy (see attached policy).
- Teachers clarify expectations at the beginning of each school year and periodic review as needed.
- Grades are based on assessments and developed collaboratively for individual disciplines and units of inquiry. Differentiated learning is reflected in grading.

**Conferences:**

- In accordance with district policy, parent-teacher conferences are held three (3) times a year; October, December and March (Gr 1-5) and additionally for Kindergarten –August and May.
- Parents may request additional conferences at any time.
- Student Led Conferences- ( to be considered 2018-19)

***The Written Report:***

- ***Report Card*** :Anne Arundel County Public Schools (AACPS) district-mandated report card is used at the end of each of four marking periods and must reflect student achievement or growth in reading level; letter grades for each academic and cultural arts subject area, and evaluations on expected student behaviors and skill development.
- ***PYP -Unit of Inquiry*** Parent Information report: will be sent home at the beginning of a Unit of Inquiry to inform parents of upcoming unit (SY 2017-18). Elements of the program are infused into

the report. IB profile reflections and student growth within the context of the PYP to be presented at SIP 2018-19. Portfolios will be discussed SIP (2017-180. End of Unit assessment report to be sent home at the beginning of SY 2018-19

- **Progress Reports:** Kindergarten – Completed for fall and spring parent teacher conferences. Use of TOOL and descriptors to demonstrate development/progress
- **Interim reports:** Completed for all students and sent home mid-way through each marking period.
- **IEP reports-**Progress notes are sent quarterly and parent review meetings take place annually.
- **On-line Grade book:** set out by AACPS for quantity and frequency of recorded grades District policy mandates that teachers in grades 1-5 keep an online grade book that is updated at least every 5-8 days so as to facilitate open communication between home and classroom. The electronic gradebook is accessible to parents and students throughout the marking period.
- **Informal, ongoing, reports-** Sent to students and parents through written or verbal communication.
- The Maryland State Board of Education releases a yearly report card to inform stakeholders in regards to the performance of the State and individual schools.

Other Methods:

- Teachers send home graded and ungraded assignments home on a weekly basis to keep parents abreast of student progress and assists in extending learning beyond the school day.

\*A copy of this policy is included in documentation provided to all new staff. The policy will be reviewed annually by the staff and revised by the pedagogical leadership team as needed