

***Francisca Alvarez Elementary
Assessment Policy
2017-2018***

Assessment Philosophy

At Alvarez Elementary, assessment is an essential part of teaching and learning. We, at Alvarez Elementary, believe assessment is the gathering and analysis of information about student performance. It is an important component in the shared responsibility of teachers and students. The main purpose of assessment is to guide and improve instruction along with student learning. Each student at our campus is fully aware of their learning objectives and the teacher's expectations. Students must understand how their work is being evaluated to enable them to focus their efforts on all aspects of their learning. Our staff is committed to assist students in developing individual talents and to teach them to relate the experience of the classroom to the outside world. We will accomplish all of this through collaborative efforts amongst students, parents, staff and our community.

Essential Agreements

- To maintain the highest possible standards of academic achievement.
- To promote advance learning and continuity for each student.
- To establish a consistent set of assessment procedures for assessing, recording, reporting and analyzing results.
- To allow purposeful assessment to guide all contributors involved in a student's academic and learning progress.
- To ensure state assessment standards are met.

Assessment Purposes

- Assessments should help students to fully develop their academic abilities and attributes of the learner profile, to develop transdisciplinary skills used for reflection, and to establish clear and explicit goals for both teachers and students.
- Summative and formative assessments should complement and demonstrate levels of understanding of the curriculum. The learning needs of individual students should be identified by these assessments and allow future teaching strategies to be determined.
- Assessment should recognize individual progress and achievement and provide meaningful information to students and parents, which allows for reflection.
- Assessment should be carried out in a variety of ways that allow students to show what they know, understand, and can do.
- Assessment and reporting are an integral part in the link between school and parents.

Assessment Practices

Francisca Alvarez Elementary uses a wide range of formal and informal assessments. Individual student and class performance are monitored and recorded for the purpose of tracking student progress.

1. Formative assessment is interwoven with the daily learning and helps teachers and students to assess their prior knowledge in order to plan the next stage of learning. Formative assessments and teaching are directly linked. These assessments are reflected in the teacher's PYP planner for each of the six units of inquiry.
2. Summative assessment takes place at the end of the teaching and learning process and gives the children opportunities to demonstrate what has been learned at the end of each unit of inquiry. Summative assessments also give the student the opportunity to demonstrate their learning through products. These assessments are included in the teacher's PYP planner for each of the six units of inquiry.
3. Formal assessment is structured and recorded.
4. Informal assessment is used to make minor and immediate decisions and to provide feedback about student learning.
5. Peer assessment occurs when students provide feedback to other learners about their learning. It is structured, planned for, and takes place in an environment of trust and mutual respect. Peer assessors should be trained in the process of constructive feedback.
6. Self-assessment occurs when the learner assesses her/his own learning.
7. Assessing the Learner Profile- reporting on each student's development according to the attributes of the Learner Profile. Opportunities will be provided mid-year and the end of year for students to evaluate their progress in relation to the attributes of the Learner Profile

Recording Assessments:

Assessment Tools

1. Benchmark: comparison of continuous achievement
2. Diagnostic: what a student already knows and understands
 - Rubrics
 - Anecdotal records
 - Pre-Assessments
 - KOI
 - Oral presentations
 - Reflections
 - Discussions (small group, whole group, one on one)
 - Peer Evaluations
 - Classroom Participation
 - Student created products
 - Weekly classroom tests
3. Mandated: assessments required the school, district, and/or state
 - State of Texas Assessment of Academic Readiness (STAAR)
 - District Benchmarks
 - Texas English Language Proficiency Assessment System (TELPAS)
 - LAS/LINKS
 - Accelerated Reader (AR) tests
 - iStation
 - Fountas and Pinnell
 - Gifted and Talented (GT) testing
 - CIRCLE

Assessment Strategies

- Observations: Individuals, small groups, and/or the whole class is observed regularly.
- Performance Assessments: Students are presented with a task that exists in the real world beyond the classroom.
- Transdisciplinary Skills assessments (research, thinking, communication, self-management, and social skills): the focus is on the process and skill application rather than the product. These skills are regularly observed in real context using checklists, narrative notes, and inventories.
- Open ended assessments: Students are presented with a challenge and asked to provide an original response.
- Tests/Quizzes: These single-occasion assessments provide a snapshot of students' specific knowledge.
- Portfolios: documents of student achievement and growth over time
- PYP Exhibition: collaborative inquiry project for fifth grade students which assesses everything the students have learned throughout the PYP programme

Responsibilities

Principal

- Has the responsibility of all aspects of state and local assessments.

Assistant Principal

- Has the responsibility for the timetable and maintenance of all internal and state-mandated tests.

Teachers

- Recording progress and achievement through monitoring and making grade entries into school system for report cards/progress reports. A minimum of eight grades per subject area must be entered.
- Following district and campus guidelines on assessment.
- Marking and commenting on all assessment tasks in a positive, accurate, meaningful and diagnostic manner-returning assessment tasks to students in an appropriate period of time.
- Identifying the particular needs of individual students and developing learning plans accordingly.

Reporting Assessments

Reporting is a means of giving feedback from an assessment. It describes the progress of children's learning, identifies areas of growth and needs, and determines the efficiency of the program.

- Reporting will be based on assessment of individual student performance.
- A formal report card is issued to parents every six weeks. It will be based on the student's academic performance.
- Progress Reports are disseminated at the halfway mark of every six-week grading period. This is also reflective of the student's academic performance.
- Teacher-student conferences are conducted frequently.
- Parent-teacher conferences are conducted as needed.
- Student-led conferences are conducted at the beginning of the second semester. Parents are invited to discuss their child's performance and achievements.

- Progress Report of the IB PYP Learner Profile is reviewed twice a year: mid-year and the end of year.
- Parents are always welcomed to contact our campus at any time to discuss their child's progress.
- Parents, school community, and neighborhood community are invited through the school website and parent invitations to attend PYP Exhibition

Assessment Policy Review

As a staff, we will review the language policy annually or as needed to integrate district initiatives.

Adopted: December 2012

Reviewed/Revised: May 2013

Reviewed/Revised: January 2018