

Mary McLeod Bethune Day Academy IB Assessment Policy

Philosophy

Standardized assessments and the assessment data they generate are an integral measure of success in American schools today. At MMBDA, we have acknowledged that many eyes look at our assessment data to gauge the school's success though we understand that there is much more involved in creating a successful and sustainable school.

Purpose for Assessment

Assessments are used at MMBDA for a variety of reasons. They gauge student mastery for concepts taught. They can be used to determine the quality of the lessons executed. They identify student-learning levels and help better meet students at their zone of proximal development via differentiated lessons and teaching strategies. Assessments are also used as diagnostic tools. Assessments help to drive discussions around data and create a culture of reflective thinkers driven towards improving student achievement.

MMBDA utilizes various assessments to evaluate the progress of our students learning and the quality of instruction from our teachers throughout the year. In recent years, we transitioned to the PARCC exam as our statewide adopted standardized assessment. MMBDA additionally has continued to leverage The Achievement Network, also known as ANET, to serve as our interim assessment tool that evaluates our students towards their mastery of the Common Core State Standards (CCSS) that will be evaluated by PARCC.

Additionally, we recognize the need to prepare all students, even those in non-testing grade, at exceptional levels. We thus utilize the Gold Assessment to track growth and mastery of behavioral, academic, and physical development of our Early Childhood students and have adopted the Discovery Education program to assess students in Kindergarten through 2nd grade so that they will be prepared for the PARCC when they reach 3rd grade.

Principles of Assessment

At MMBDA, just as we recognize that students are different and unique, we understand that assessments used to gauge mastery should be just as dynamic. We believe in the following:

- Assessments are thought out and planned, continuous, linked to learning objectives, and consistent with instructional strategies.
- Assessments are fair and equitable, promoting high expectations and facilitating success for every student.
- Assessment strategies are relevant, engaging, and challenging.
- A variety of assessments strategies should be used, giving students a range of opportunities to express or demonstrate their knowledge and skills.

- Assessment strategies and expectations are to be communicated in advance to students.
- Assessments provide specific and supportive feedback to students and encourage them to become active participants in their own learning.
- Assessments promote reflection.
- Assessment results and data will be communicated to students and parents regularly, and in meaningful ways.
- Assessment data will be analyzed to assist in the understanding of student individual achievement and to assist in reflecting on the quality of the written and taught curriculum.

Assessment Practices at MMBDA

Assessments at MMBDA are continuous and ongoing throughout the year, as they are rooted in teaching and learning process. They should vary and gauge all instructional aspects of the learned curriculum. Assessments are therefore presented in the following manners:

Formative Assessment- interwoven with the daily instruction and helps teachers and students find out what they already know in order to plan out the next stage of learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. This can assist learners to improve their knowledge and understanding, to promote enthusiasm for learning, engage in reflection, to provide the ability for self-assessment, and to recognize the principles of mastery and success.

Summative Assessment- the aim of the summative assessments is to provide teachers and students with a clear picture of students' understanding. It is the culmination of the teaching and learning process and gives students the opportunities to demonstrate mastery. They may include any of or combination of the acquisition of data, synthesis of information, and the application of knowledge and processes.

Standardized Testing- holds MMBDA accountable to the external examinations and standardized tests in which our students participate. They provide the school with comparisons to evaluate the effectiveness of our programs and allows us to examine ourselves to other schools.

Diagnostic Testing- is administered by the Student Support Team services along with the school psychologist. Assessment will include Woodcock Johnson, BASC Behavior Protocol, and the Vineland Adaptive Behavior Scale

Methodology of Assessments Available at MMBDA

Tests	Short Exercises/Discussions
Unit Tests/ Exams	Portfolios
Quiz	Classwork
Lesson Reviews	Homework
Investigations	Standardized Testing
Essays	Experiments
Research Projects	Field Work
Journal Writing/Design	Oral Presentations
Anecdotal Notes/Observations	Differentiated Lessons
Group Work/Class Activities	

Grade Specific Assessments at MMBDA

Teaching Strategies Gold- Early Childhood Assessment that Pre-Kindergarten students are assessed on their acquisition of 38 socio-emotional, cognitive, and developmental objectives throughout the year on an ongoing basis.

Stanford 10- School-wide standardized test for Kindergarten through 8th grade used to provide grade equivalency in ELA, Math, Science, and Social Studies. Tested in the Fall and Spring Semesters for all grades except for Kindergarten.

Spanish Proficiency Test- Spanish proficiency test used to assess student mastery of Spanish learned in the Dual Language Immersion Program for Early Childhood to 2nd Grade. Test is administered in the Spring semester for all students in 2nd grade that have been students for 3 consecutive years via the Spanish Department.

iReady- Interim Assessment used for students in grades Kindergarten to 2nd grade three times throughout the year. In addition, the program is adaptive and students will spend 45 minutes on the site weekly.

Achievement Network- Interim Assessment used for students in grades 3rd to 8th grade on a quarterly basis throughout the year.

PARCC Assessment- Standardized Assessment used for students in grades 3rd to 8th grade administered in the spring semester.

Next Generation Science Assessment- Science exam administered to 5th & 8th grade students in the spring semester via the Science Department.

Next Generation Health Assessment- Health Assessment administered to 5th & 8th grade students in the spring semester via the Health/Physical Education Dept.

Assessment Responsibilities

All major standardized tests, accounting and reporting will be handled by the MMBDA Testing Coordinator. The Testing Coordinator will ensure all testing policies and procedures are followed with fidelity to ensure optimal testing integrity. The Coordinator will serve as the liaison to the state governing body, The Office of the State Superintendent of Education (OSSE) and will relay all communication, policies, and messages to the faculty of MMBDA.

All MMBDA assessment responsibilities are the responsibilities of the dedicated classroom teacher for every grade. All duties regarding instruction, preparation for assessments, and the administration of assessments will take place in the classroom setting and will be supervised by the classroom teacher.

Communication of Assessments at MMBDA

Throughout the year, Assessment data will be made available to parents and students on an ongoing and consistent basis. Parents have access to our online grading system, Powerschool via a parent login.

On a quarterly basis, Progress Reports, Report Cards, and IB Report Cards will be provided to parents via Parent Teacher Conferences (3 annually) and mailed correspondence to communicate student progress and mastery throughout the academic year. Future IB Report Cards will measure student progress with regards to their mastery of the 5 Essential Elements of IB (Knowledge, Skills, Concepts, Attitudes, and Actions) as acquired from the study of their Units of Inquiry.

In the fall semester, all parents in PARCC testing grades will be provided with their child's previous year's PARCC Assessment test results.

Review of Assessment Policy

In efforts to show continual growth and better ensure that the needs of our students are met at an optimal level. Our Assessment Policy will be reviewed on a yearly basis during the summer months and updated on a need be basis by the Assessment Policy Committee. All updates will be made public to all stake holders including students, parents, faculty and staff, and the community via our Parent and Teacher Handbooks as well as our website.

*MMBDA acknowledges the usage of the International Baccalaureate document "*Making The PYP Happen*" in the creation of this Assessment Policy.