

Scott Elementary School: A PYP Candidate School
Assessment Policy

Assessment Philosophy

At Scott Elementary,

- ❖ We believe that assessment is integral to all teaching and learning and is essential to identifying what students understand, know, and are able to do.
- ❖ We believe that assessment serves as an ongoing process to determine and provide feedback on where students are in their learning in order to set goals for continued progress.
- ❖ We believe that assessment drives instruction and is vital to enhancing learning experiences to boost student achievement, engagement, and interest.
- ❖ We believe that assessment should be varied, relevant, and challenging in order to thoughtfully and effectively guide students through the 5 essential elements of learning- knowledge, concepts, skills, attitudes, and action; as well as, the development of critical thinking skills.
- ❖ We believe teachers should be actively engaged in assessing the process, as well as the products of the inquiry to allow for the understanding of our learners.
- ❖ We believe that assessment should also provide opportunities for celebrations of progress and growth of our learners while encouraging student reflection.

Purpose

- To identify student strengths and set goals
- To monitor and chart progress and growth in a community of learners
- To facilitate student ownership in their progress and growth
- To measure the effectiveness of the instruction
- To evaluate and strengthen our learning processes and practices as educators
- To celebrate student learning
- To provide parents with evidence of their child’s learning and development

Types of Assessment

Formative Assessments: are administered before, during, and after learning experiences to provide immediate feedback for the purpose of driving instruction.

- Anecdotal Records/Teacher Observations
- Student Conversations/Whole Group Discussions
- Classroom Participation
- Student Reflections

- Student/Teacher Feedback
- Developmental Reading Assessment (DRA) for grades K-2
- Questioning
- Teacher-created Rubrics
- Checklists
- Exemplars
- Student-teacher Conferences
- Pre-tests
- Post-tests
- Curriculum Based Measures (CBA's)
- Texas Early Mathematics Inventory (TEMI) for grades K-2
- Star for Reading for grades K-5 and Mathematics for grades 1-5
- Texas Primary Reading Inventory (TPRI) for grades K-2
- Temple Independent School District Benchmarks
- Unit Assessments
- Running Records
- Temple Independent School District Report Cards

Summative Assessments: allows students to display what is learned at the end of the teaching process while allowing teachers to determine the effectiveness of instruction.

- Presentations
- Individual and Group Projects
- Student Reflections
- State of Texas Assessment of Academic Readiness (STAAR)
- Student Conferences
- Portfolios
- Curriculum Based Measures (CBA's)
- Temple Independent School District Benchmarks
- Tests
- Texas English Language Proficiency Assessment System (TELPAS) for students identified as Limited English Proficient (LEP)
- IB Learner Profile Report Card
- Texas Primary Reading Inventory (TPRI) for grades K-2
- Texas Early Mathematics Inventory (TEMI) for grades K-2
- Temple Independent School District Report Cards

Progress Monitoring Assessments: are administered to follow student progress toward a learning goal. These assessments allow teachers to target the students' specific learning goals and determine the effectiveness of the interventions.

- Teacher-created Tests
- Running Records
- Oral Reading Fluency (ORF)
- Texas Early Mathematics Inventory (TEMI) Progress Monitoring Kit for grades K-2
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- Aims Web
- Study Island
- Star for Reading for grades K-5 and Mathematics for grades 1-5
- Headsprout
- Reflex Math

Standardized Assessments: are administered under consistent conditions to students in grades K-5.

- State of Texas Assessment of Academic Readiness (STAAR) for grades 3-5
- Texas English Language Proficiency Assessment System (TELPAS) for students identified as Limited English Proficient (LEP) for grades K-5
- Texas Primary Reading Inventory (TPRI) for grades K-2
- Texas Early Mathematics Inventory (TEMI) for grades K-2

Effective Assessments:

We believe assessments will allow students to...

- See their progress
- Set goals
- Identify misconceptions and gaps throughout the learning process
- Show strategies and demonstrate thinking
- Understand their own needs and how to improve them
- Participate in reflection, self, and peer assessment
- Build confidence
- Learn the benefit of task commitment and hard work
- Opportunities to celebrate learning

We believe assessments will allow teachers to...

- Inform effectiveness of instruction and modify instruction to meet student needs
- Differentiate their instruction

- Identify and explain expectations and outcomes for students and teacher led inquiry
- Collect evidence that can be distributed and understood by the whole school community
- Collaboratively reflect on student progress and needs
- Celebrate opportunities throughout the inquiry process

We believe assessments will allow parents to...

- Support learning outside of school
- Celebrate learning and student accomplishment
- Track and better understand their children’s learning and progress
- Assist their children in making real world connections to their learning and goal setting

Recording

Data is collected and organized using various forms of assessment strategies and tools in order to discover the answer to the question, “How will we know what we have learned?”.

Assessment Strategies: The following strategies are the methods or approaches that teachers use when gathering information about their students’ learning.

- Observations
 - During guided reading and guided math
 - Think-turn-and-talk
 - Whole group and small group discussions
- Performance Assessments
 - Exemplar Math Problems (K-5)
 - Teksing Through STAAR Spiral Review (2-5)
 - Summative Assessments
- Process-Focused Assessments
 - Running Records
 - District Kindergarten Report Card Checklist
- Selected Responses
 - Tests
 - Quizzes
- Open-Ended Tasks
 - Writing Prompts
 - Drawings
 - Diagrams
 - Summative Assessments

Assessment Tools: Instruments that utilize the assessment strategies to collect data.

- Observations
- Anecdotal Records
- Student/Teacher Discussion
- Work Samples
- Rubrics
- Teacher Generated
- Feedback
- Peer Tutoring
- Progress Reports
- Checklists
- Graphic Organizers
- Self-Evaluation

Documentation

Evidence of student learning is documented and stored in student portfolios in order to demonstrate and assess student understanding.

Student Portfolios: Collections of student's work that are designed to demonstrate and communicate successes, growth, higher order thinking, creativity, and reflection.

Essential Agreements for Student Portfolios

Contents-

The portfolio includes the following:

- Three work samples from **each** planner
 - Student selects 1
 - Teacher selects 1
 - 1 indicates student's reflection of the learner profile
- Work samples collected should be student-created pieces.
- If the work sample is unable to be filed in the file folder due to the nature of the learning experience, then a photograph of the learning experience may be collected and filed.

Organization-

- Work samples will be stored in file folders within a color coded piece of legal size construction paper folded around the work samples appropriate to the grade level.

*Red-Kindergarten

*Green-3rd

*Orange-1st

*Blue-4th

*Yellow-2nd

*Purple-5th

- File folders will be sent home at the end of 5th grade.
- A portfolio cover page will be stapled to the left inside portion of the file folder with the student's name, PYP educator, and components of the PYP.
- Work samples should be accompanied with a completed "Student Portfolio Reflections" page.

Practice-

- Student portfolios will be used to display student work.
- Work samples should be collected throughout the teaching of the planner and filed by the end of the 1st week of the next grading period.
- Student portfolios will be passed on the next school year via a *Portfolio Swap* in which students will visit their past grade level teacher and collect their file folder to take to their current grade level.

Reflection-

- A *Student Portfolio Reflection* page will be completed for each collected work sample or photograph.
- Parents will have an opportunity to reflect on their child's work during the *Portfolio Night Reflections*.

Sending Home-

- File folders will be sent home at the end of 5th grade.

Reporting

Skyward Electronic Grade Book

- Grades are entered weekly throughout the school year.
- Parents receive assistance in signing up for Skyward during the beginning-of-the-year conferences.
- Parents are able to keep track of their child's grades and receive optional emails, notifications, assignments, and attendance updates.
- Progress Reports are printed from Skyward for grades 1-5 half way through each grading period and sent home.
- Report Cards are printed from Skyward for grades K-5 each six-week grading period and sent home.

Written Reports

- District Report Cards
 - Printed from Skyward and sent home with Kindergarten-Fifth grade students each six-week grading period.
 - Inform assessment in the areas of Math, Writing, Handwriting, Reading, Science, Social Studies, Art, Music, PE, Conduct, and Work Habits.

- Parents sign and return to the teacher in order to verify communication of their student's progress.
- Progress Reports
 - Printed from Skyward and sent home with 1st-5th graders half-way into each grading period.
 - The district develops and sends home Kindergarten Progress Reports half-way into the grading period
 - Parents sign and return to the teacher in order to verify communication of their student's progress.
- Standardized Testing Reports
 - Written reports are given for the TPRI, TEMI, Reading Star (1st-5th), Math Star (1st-5th), and STAAR.
 - These written reports are provided during teacher-parent conferences or sent home.

Conferences

- Teacher-Parent: One teacher-parent conference is scheduled in the fall to discuss academic and social progress, as well as to set goals for the school year. Additional conferences are scheduled throughout the school year as needed.
- Teacher-Student: These conferences take place throughout the year based on need.

Learner Profile

- Communicated in a report card insert and during Teacher-Parent conferences.
- Parent Teacher Conference: teacher and/or student reviews the Learner Profile with their family and teachers send home their report on the student's development of the Learner Profile.
- 2nd and 4th Grading Periods: Teacher sends home their report on the students' development of the Learner Profile.
- 6th Grading Period: Student assesses their personal strengths and goals regarding the Learner Profile and reports on their personal development of the Learner Profile as a self-assessment for the year.

Celebrations

- Award Ceremonies
 - Scheduled at the end of each semester to recognize perfect attendance and student achievement. Students receiving A Honor Roll, A&B Honor Roll, Excellent Conduct and Perfect Attendance are awarded certificates at mid-semester and medals at the end of the year.
 - Students with Perfect Attendance are entered in a drawing each semester to win a new bicycle that is presented to them during the ceremony.

- At the end of the year, all students are recognized with a certificate for the Learner Profile attribute or Attitude that they consistently modeled throughout the year.
- Third-Fifth grade students earning recognition in achievements assessed from the STAAR test receive medals.
- Prize Cart
 - At the end of each grading period, the Prize Cart rolls out to each class and awards students with various prizes for achievements of A Honor Roll, A&B Honor Roll, and Perfect Attendance for the grading period.
- E-Conduct Party
 - At the end of each grading period, students earning excellence in the areas of conduct and work habits receive an hour of either Game Day or Movie Day.
- Wall-Worthy Work
 - Visual displays in the hallway reflect excellent student work from the unit of inquiries, as well as outside studies that are connected with learning objectives.
- I See IB's
 - Recognition of students modeling the Learner Profile are awarded throughout the school year by faculty and staff and announced during the live stream morning announcements each morning.

Exhibition

We are currently in our second year of candidacy and are not yet at the stages of developing a process for Exhibition. It is our hopes that our fifth graders will attempt a Mock Exhibition this year.

Assessment Policy Implementation and Review Process

It is the responsibility of the faculty and staff at Scott PYP Candidate School to carry out the expectations within the Scott Assessment Policy. Teachers will be held accountable through informal walk-throughs and their formal observation following the guidelines of the Professional Development Appraisal System (PDAS) each year. The Scott Assessment Policy will be electronically posted on the school website, posted on the school bulletin board, and distributed to Scott staff. Review of the Scott Assessment Policy will take place each August.

Our 2014-2015 Scott Leadership Committee members created the Scott PYP Candidate School Assessment Policy. The following people formed this committee:

Donna Ward, Head of School

Chrystal Thomas, Assistant Principal

Vanessa Berna, Primary Years Programme Coordinator

Carlinda Rex, Instructional Coach

Leigh Nave, Counselor

Isabel Hernandez, *Kindergarten Team Leader*
Kim Epperson, *First Grade Team Leader*
Tracy Meyer, *Second Grade Team Leader*
Lindsey Fussell, *Third Grade Team Leader*
Quinessa Williams, *Fourth Grade Team Leader*
Errin Allen, *Fifth Grade Team Leader*
Stephanie Fritz, *Special Education Teacher*
Mary Barr, *Librarian*

Resources

The following resources were used in the construction of the Scott PYP Candidate School Assessment Policy:

- Making the PYP Happen, A curriculum framework for international education, IBO, December 2009
- Assessment policy examples from various PYP Schools