

Buckland Mills Elementary School

Assessment Policy

Philosophy

Assessment is a critical component in the learning cycle and is integral in clarifying and understanding student aptitude and readiness. Data informs and focuses the design of our teaching practices. It identifies what students know, understand, can do and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the student's progress as part of the development of their wider critical-thinking and self-assessment skills. (**Assessment in the Primary Years Programme, 2020**).

Buckland Mills Elementary School is committed to the IB PYP standards and practices and ensuring that the assessment policy is implemented, understood and supported by all staff members. Parents will be informed about these policies through Principal's Advisory Council, PTO, team newsletters, the school website and utilized during student-led conferences.

Purpose of Assessment

Introduction

The purpose of assessment at Buckland Mills Elementary is to provide information about student learning to effectively determine and improve student learning. Assessments showcase student learning and give a snapshot to teachers to assess their own teaching. Assessment is ongoing and utilizes many different products of student learning. These assessments are used to give recognition and feedback to the learners, parents and teachers to better support learning. Assessment at Buckland Mills Elementary reflects best practices that support our learners, promote student achievement and success.

PYP

Assessment is integral to teaching and learning. In keeping with the PYP essential elements, Buckland Mills' assessments help students to acquire knowledge, understand concepts, master skills, and develop the attitudes which allow them to take thoughtful, student-led action.

The process of inquiry is as important as the products of inquiry. The process of inquiry shows us how our students come to understand a concept and idea. The products show what the students know as a result of their inquiry. Students and teachers work together to assess the students' progress. This collaboration helps students learn how to develop their critical thinking skills and become experts at self-assessment.

Types of Assessing

The assessment of the student development and learning is an essential component of the curriculum and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

Our school uses a range of Formative and Summative assessments, which demonstrate student achievement. We pre-assess to learn what background knowledge students already have about a specific topic or concept. Throughout our units of inquiry, we give formative assessments. These assessments can be given daily and weekly. We use these assessments to tell us what the student has mastered, what concept(s) he/she is still struggling with and how we will help our students achieve success.

Assessments are given at appropriate points of inquiry, it provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the inquiry (**Assessment in the Primary Years Programme, 2020**).

Assessment in the classroom includes:

- Monitoring Learning- aims to check the progress of learning against personal learning goals and success criteria
- Documenting Learning- shared with others to make learning visible and apparent
- Measuring Learning- aims to capture what a student has learned at a particular ‘point in time’
- Reporting Learning- describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme

(**Assessment in the Primary Years Programme, 2020**)

Buckland Mills Elementary has various methods of gathering information about student learning. The ways in which we assess students include:

- Process-focused assessments
- Selected Responses
- Inquiry driven projects

Assessment tools include the use of:

- Rubrics
- Anecdotal Records
- Checklists
- Exemplars/Benchmarks

Teachers also collect and compile records of conversations, comments, explanations, and hypotheses and regularly annotate student work for the student portfolios.

As part of the Federal and State mandates, teachers are required to administer State assessments, as follows:

- Grade 3: Virginia Standards of Learning in Language Arts, Mathematics
- Grade 4: Virginia Standards of Learning in Language Arts, Mathematics, and Social Studies
- Grade 5: Virginia Standards of Learning in Language Arts, Mathematics, and Science

Teachers in grades K-5 also administer locally mandated end of unit tests in Mathematics.

Reporting

Communicating student progress at Buckland Mills Elementary includes progress on meeting the standards in all core areas, as well as, behaviors and work habits. For each reporting period, we provide feedback on student progress framed through lens of the PYP learner profile with the attitudes and approaches to learning.

Reporting to parents, students and teachers occurs through:

- Student-Led conferences in fall and spring
- Regular updates and informal meetings to address concerns
- Weekly Newsletters (through email) and Web pages
- The portfolio
- Quarterly Student Interims and Report Cards
- Virginia Standards of Learning Reports
- Parent Portal web pages to view weekly progress
- Roar to Success for goal setting

Parent Information Evenings

- Back to School Night: At the beginning of the school year parents attend a meeting to learn about IBPYP, classroom routines and the stand-alone curriculum that their child will be taught that year.
- Principal's Advisory Council: Parent representative and members of the school community attend monthly meetings to learn more about school budget, staffing, programs, strategic school plans and more.
- Parent Teacher Organization: Parents attend a monthly meeting to learn more about how to support the goals of the school and to build a community approach to support students
- Curriculum Nights

Parent Surveys

Teachers and Administration gain information about student and climate concerns through surveys. Staff, parents, and students complete a climate survey on timely topics where data is needed to drive decision making.

Conferences

Conferences are student led and held in the fall and spring semester. Students share their work with their parents and academic goals what areas conferences may occur more frequently as needed. These conference days are built into the school schedule and occur at the end of each of the nine-week quarters. Teacher's regularly communicate with parents and often address concerns through various forms of communication.

Portfolio created for Student-led Conferencing

The portfolio is an important part of the school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of three- way communication between parents, students and teachers. Each student has his/her own portfolio which includes work that is chosen by the student.

The Exhibition

Students in the final year of the PYP carry out a culminating exhibition project. Key purposes of the exhibition include:

- Researching a self- selected topic and share their findings with peers, staff, and the community
- Providing students with an opportunity to demonstrate independence and responsibility for their learning
- Allowing students to explore multiple perspectives of their topics
- Synthesizing their learning and reflecting on their journey through the PYP
- Authentically assessing student learning and understanding
- Taking action as a result of their learning
- Uniting the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- Celebrating the transition of learners from PYP to MYP education

Reporting at Buckland Mills Elementary

The following table gives parents a guide to Reporting at Buckland Mills Elementary over the period of the school year.

Kindergarten	DRA- (Developmental Reading Assessment) PALS Pass/Fail Letter Quarterly Interims and Report Cards Portfolios Literacy Folders Parent Teacher Conferences Running Records End of Unit Math Assessments PYP Summative Assessments/Projects
1st Grade	Student-Led Conferences DRA- (Developmental Reading Assessment) DRA Monthly Probes PALS Pass/Fail Letter (new and selected students) Quarterly Interims and Report Cards Literacy Folders Portfolios End of Unit Math Assessments WIDA Testing PYP Summative Assessment Projects Running Records

<p>2nd Grade</p>	<p>Student-Led Conferences DRA- (Developmental Reading Assessment) DRA Progress Monitor PALS Pass/Fail Letter Quarterly Interims and Report Cards Portfolios Roar to Success Binder Literacy Folders End of Unit Math Assessments</p>
<p>3rd Grade</p>	<p>Student-Led Conferences DRA- (Developmental Reading Assessment) Word Study Assessment PALS Pass/Fail Letter Quarterly Interims and Report Cards Interactive Achievement Reports Portfolios SOL Reports End of Unit Math Assessments COGAT and NNAT Reports Literacy Folders End of Unit Math Assessments Literary Folders</p>
<p>4th Grade</p>	<p>Student-Led Conferences DRA/QRI Assessment Word Study Assessment Quarterly Interims and Report Cards IA Reports Portfolios SOL Reports Summative Projects Reading and Math Unit Tests</p>
<p>5th Grade</p>	<p>Student-Led Conferences IA Reports Portfolios SOL Reports Summative Assessments in Social Studies and Science Reading and Math Unit Assessments Exhibition DRA/QRI Writing Rubric</p>

Appendix A

Buckland Mills Elementary Assessment Essential Agreements

Parent/Teacher Communication:

All teachers are responsible for informing parents about the PYP and their program of inquiry units for the year using the following forms of communication:

- Parent Information Nights
- Class Newsletters, web pages, and weekly parent/teacher emails
- Student portfolios
- Student-Led Conferences

Assessment:

- Assessment strategies and tools should be varied and can include pre-and post-assessment tasks and formative and summative assessments.
- Students should be involved in the development of some of the assessment activities and tools (e.g. rubrics). When students are not involved in the development of assessment activities, they need to be informed of assessment criteria
- Assessment will inform and direct future learning
- Assessment at Buckland Mills addresses all five of the essential elements and the learner profile
- Teachers differentiate for all students

Reporting:

- Learning objectives are planned at the start of the unit and should demonstrate clear links between the assessment tasks and all components of the planners.
- Teacher comments are written to inform and direct future learning.
- Teacher comments address learner profile and PYP attitudes.

Student-led conferences:

- Have evidence/work samples to share with parents.
- Students should be involved in choosing what is shared with parents
- Students should report to parents addressing all five of the essential elements
- Give parents constructive feedback.
- Parents provide feedback on reflection sheet
- Each student will share their learning portfolio with the parents at student led conferences

Portfolios for student-led conferences:

- Portfolios provide information about the content of the units of inquiry.
- Portfolios should include various assessments and products that show evidence of student learning and reflection within the IBPYP units.
- Students should be involved in the selection and development of their portfolio collection.