Conant - Elementary School and Bloomin' Preschool
IB-PYP Assessment Policy 2014-2015

<u>Philosophy</u>:
We believe assessment is an on-going process integral to instructional planning and the monitoring of academic progress. At Conant we use a wide-range of tools and strategies to assess our students, measure their progress, determine the effectiveness of our instruction, and to plan and implement future learning experiences for our students. Through our commitment to authentic assessment, we prioritize personal and professional reflection to ensure appropriate rigor for teaching, learning, growth, and goal-setting.

<u>Purpose</u>:
Assessments serve different purposes, and therefore, careful thought should be given as to who, what, where, when, why, and how an assessment is going to be used prior to administering.

While there are different purposes for assessment, our main goal is to determine what students understand, know, and are able to do in order for us to provide specific feedback and promote growth in our young learners. By assessing each student's learning and development, we can personalize our instruction and better help him/her set realistic learning goals.

- Students at Conant use assessments to inform them of their level of understanding and achievements and are encouraged to use assessment for self-reflection and goal setting purposes
- Staff Members at Conant use assessments to reflect on instructional effectiveness and to support student growth
- Parents at Conant use assessments to better understand their child's learning developments and accomplishments
- Administrators at Conant use assessments to analyze data for students' rates of growth and to collaborate with staff to guide instructional practices

<u>Assessment Practices at Conant</u>:
We use both formal and informal assessment measures. Again, it is important to determine prior to assessing whether the purpose of the assessment is a quick check, progress monitoring, or diagnostic in nature.

Pre-Assessment
Throughout each discipline, teachers assess students' prior knowledge and experiences in a variety of ways before introducing new learning. Pre-assessment strategies include but are not limited to:
- Pretests
- Brain drain/dump
- Class discussions
- Journaling

- Quick write(s)
- "See, Think, Wonder"/"Know, Want to Know, Learned" charts
- Beginning of the year –
  - Developmental Reading Assessment (DRA-2: Fiction-Accuracy, Phrasing, Comprehension)
  - Qualitative Reading Inventory (QRI-4: Informational Screeners)
  - Northwest Evaluation Association (NWEA: Reading, Language, Mathematics)
- Michigan Literacy Progress Profile (MLPP: Concepts of Print, Letter Identification, Onset & Rime, Hearing and Recording Sounds)
- DIBELS Benchmark Assessment: Letter Naming Fluency and First Sound Fluency
- Reading Recovery Observation Survey: Letter Identification, Text Level, Ohio Word Test, Hearing and Recording Sounds in Words, Concepts of Print, Known Written Vocabulary

Formative Assessment

Interwoven throughout instruction, formative assessments guide and inform daily lessons. Formative assessments include but are not limited to:
- Student demonstrations/presentations
- Quizzes
- Reflections
- Teacher observations and anecdotal notes
- Guided and open-ended journal responses
- Homework assignments
- Class discussions
- Running records/benchmark assessments
- Critiques/Critique Process (Be Specific, Be Kind, Be Helpful)
- "Parking Lots" and "Wonder Walls"
- Michigan Literacy Progress Profile (MLPP: Concepts of Print, Letter and Sound Identification, Phonemic Awareness Assessments, Hearing and Recording Sounds, Sight Word/Decodable Word List)
- Developmental Reading Assessment (DRA-2)
- Qualitative Reading Inventory (QRI-4)
- Written tests – (depth of knowledge/concept based) multiple choice, short answer, open-response, fill-in-the-blank
- Thinking routines

Ongoing/Progress Monitoring

Progress monitoring assessments are used especially with those students receiving interventions and are used to determine the extent to which the chosen intervention, resources, and strategies have helped the student progress toward the set goal. Some examples of progress monitoring include but are not limited to:
- Grade level sight word checks
- One-minute fluency checks
- Anecdotal notes
- Daily assignments
- Exit slips

- Checklists
- Running records
- Curriculum Based Measures (CBMs)
- Reading/Writing conferences
- Student questions/inquiries
- NWEA for bottom 30%

Summative Assessment

The conclusion of every unit of learning across disciplines results in a summative assessment. Students have the opportunity to share their knowledge and understanding of their learning. Summative assessments include but are not limited to:
- Student demonstrations/presentations
- Multimedia projects
- Research papers
- Essays/written reports
- Models/dioramas
- Running records/benchmark assessments
- Writing samples
- Performances
- End of the year –
  - Developmental Reading Assessment (DRA-2)
  - Qualitative Reading Inventory (QRI-4)
  - District Common Assessments in Science and Social Studies
  - Northwest Evaluation Assessment (NWEA) in Reading, Language, and Math

Standardized Assessment

Conant Elementary students participate in state and district mandated assessments. These assessments include:
- Michigan - Student Test of Educational Progress, including Smarter Balanced Assessment Consortium
- District Common Assessments: Social Studies, Science
- Northwest Evaluation Assessment (NWEA): Reading, Language, and Math
- World-Class Instructional Design and Assessment (WIDA) for English Language Students

Reflection

An integral part of improving and taking ownership of one's learning is the reflection process. At Conant we prioritize on-going self and peer reflection by staff, students, and our community. Some ways to promote reflection include but are not limited to:
- Journaling
- Exit Slips
- Critiques using checklists and rubrics
- End of unit reflections
- Class discussions
- Accountable talk in small groups, ensuring all voices are heard
- Thinking Routines

- Goal setting based on reflection

PYP Exhibition

At Conant the culminating PYP experience for students takes place during their fourth-grade year, during their "Exhibition" unit of inquiry. During their Exhibition unit, students select issues with global and local relevance and work in collaboration with classmates, teachers, parents, and members of the school community to research their topic, synthesize their findings, present their new knowledge to our community, and to take meaningful action. The goal of the Exhibition process is for each student to engage in an in-depth, collaborative inquiry and action project which demonstrates his/her awareness of local and/or global issues. During the Exhibition process 4th grade students develop independence and learn to take responsibility for their own learning. Exhibition projects provide students an authentic means for putting all of the PYP pieces together and to demonstrate for others what it means to be a PYP student.

- Assessment of student work and understanding is ongoing throughout the six-week Exhibition time frame, including assessments of planning, decision making, teamwork, commitment, problem solving, note taking, writing, revision, and public speaking.
- Ongoing modeling and scaffolding ensure that all students are successful in this process. Through practice and feedback all students are prepared to share their projects with the community at-large through our evening Exhibition.

Reporting About Assessment

Students:
- Reflecting, both formally and informally (with teacher when appropriate)
- Self-Reflection
- Portfolios

Parents:
- Report cards/progress reports sent to parents (two times per year)
- Parent-teacher conferences (three times per year – one goal-setting/input conference and two progress-reporting conferences)
- End of unit summative assessment
- Sharing of student portfolios
- Invitations to student performances

Building Wide:
- Grade level team collaboration
- Developmental Reading Assessment (DRA-2)
- Qualitative Reading Inventory (QRI-4)
- Official student file (CA-60)
- Weekly Building Instructional Team (BIT) meetings
  - Teacher/Team - Initiated
  - Brainstorming (strategies/placement)
  - Collaborative: Decisions made as a team
  - Monitor student progress
  - Determine formalized/diagnostic testing

District Wide:
- Pearson Inform– online data management tool
- Official student file (CA-60)
- Maximizing Academic Potential (MAP) Student Profile

Assessment Policy Review
The assessment policy will be reviewed on an annual basis by the Conant Leadership Team, and then shared with the staff for final approval.

Last Review – October, 2014
Next Review Date – June or August, 2015