2014-15 Assessment Policy

International Baccalaureate Programme Standards and Practices
Standard C4: Assessment
Assessment at the school reflects IB assessment philosophy.

- C4.1: Assessment at the school aligns with the requirements of the programme(s).
- C4.2: The school communicates its assessment philosophy, policy and procedures to the school community.
- C4.3: The school uses a range of strategies and tools to assess student learning.
- C4.4: The school provides students with feedback to inform and improve their learning.
- C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
- C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
- C4.7: The school analyses assessment data to inform teaching and learning.
- C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- C4.9: The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the Primary Years Programme exhibition.

Mission Statements

The mission of West Hills Middle School is to ensure academic excellence, promote an enduring passion for learning, and encourage global citizenship while celebrating the success of each individual learner.

The mission of Lone Pine Elementary is to provide a safe, nurturing environment in which students achieve personal and academic excellence, demonstrate integrity, caring and responsibility, and become empowered, internationally-minded citizens and lifelong learners.

The mission of Bloomin' Preschools is to promote a warm, safe, and healthy environment. We believe in educating the whole child, in an environment that promotes self-confidence, risk-taking, creativity, and independence.
**Introduction**
This document is designed as a statement of philosophy and beliefs, and as a source of information for our community on the types and purposes of assessments used throughout the International Baccalaureate Primary Years Programme continuum at Bloomin’ Kids Preschool at Lone Pine, Lone Pine Elementary School, and West Hills Middle School.

**Philosophy**
A comprehensive program of quality assessment encourages all students and teachers to be active, reflective thinkers who demonstrate the IB Learner Profile attributes.

**Belief Statements**
We believe that assessment is an ongoing process that communicates and facilitates a student’s acquisition of knowledge, understanding of concepts, and mastery of skills to the students, parents, and teachers of our school community.

We believe that the use of a variety of assessment tools most effectively addresses the individual needs and learning styles of our students, as well as best informs and guides our instruction and development of learning engagements.

We believe reflection is a vital component of assessment for both students and teachers, promoting inquiry and inviting opportunity for action.

**Purpose of Assessment**
The prime objectives of assessing students’ learning, performance, and attitude toward learning are to provide feedback to:
- Help students recognize their level of understanding, inform them of their achievements, and ultimately promote lifelong learning and self-reflection
- Encourage teachers to reflect on instructional effectiveness and support the planning of differentiated learning activities for students
- Inform parents of their child’s learning, development, and accomplishments

**Guiding Principles of Assessment**

**Assessments should:**
- Be designed at the beginning of the unit or lesson planning stage and be modified when necessary to meet the individual needs of students
- Involve student participation in the design whenever possible
- Allow for student choice whenever possible
- Be differentiated for ability and learning styles
- Provide criteria to students that is known and understood in advance
- Assess what students know and can do
- Include opportunities for collaboration between students and teacher, students and their peers, and students and the community
- Promote self and peer evaluation and reflection
- Provide opportunities to share knowledge and skills within the school and broader community
- Motivate students to take action

**Types of Assessment**

**Pre-Assessments**
- Assess prior understanding of skills, concepts, and knowledge
- Assess student interests to encourage and motivate inquiry
- Assist the teacher in evaluating individual needs of students, helping to guide instruction and assessments accordingly

*Examples: KWL charts, pre-tests, class discussions, thinking routines*
Formative Assessments
- Interweave daily learning and instruction
- Allow teachers to make necessary adjustments to learning activities, methods, strategies, and skills
- Provide feedback for students
- Examples: quizzes, exit slips, student presentations, thinking routines, anecdotal notes, checklists

Summative Assessments
- Provide students with an opportunity to demonstrate their overall understanding of a unit’s concepts, skills, and knowledge
- Are developed before a unit is taught
- Address a variety of learning styles
- Occur at the end of the teaching and learning process, giving teachers the opportunity to reevaluate the effectiveness of instruction
- Examples: essays, models, multi-media presentations, thinking routines, real-world applications, action

Reflections
- Allow students to observe their own growth, learn from their mistakes, see how their thinking has evolved, and project possibilities for future thinking and learning
- Provide insight to the student and teacher regarding both the process and product of learning
- Assist in determining next steps in a process or product
- Provide opportunities for teacher/student/peer/parent interaction
- Examples: journaling, personal goal setting/analysis, portfolios, Celebration of Learning student-led conferences, action

Student Portfolios
- At Lone Pine and West Hills, PYP Portfolios are a purposeful collection of a student’s work that is designed to demonstrate successes, growth, higher order thinking, creativity, and reflection
- We abide by these guiding principles from Making the PYP Happen (2009):
  - Evidence of learning in a portfolio should be from a range of experiences and curriculum areas
  - The portfolio is used to show the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes and the attributes of the learner profile over a period of time
  - The portfolio may also be used to document student action
  - Portfolio entries should document both the process of learning and the product, including images and evidence of students in the process of constructing meaning
  - The portfolio can be used as a tool for assessment and reporting purposes for students, parents, teachers and administrators
- Student portfolios are a compilation of student work from kindergarten through fifth grade
- Portfolios may be used for goal-setting, planning of future learning opportunities, and to structure student-led conferences during the Celebrations of Learning in February and June
- The Lone Pine and West Hills staffs share the following essential agreements regarding portfolios:
  - For each PYP unit the following will be included in each student portfolio:
    - a unit reflection
    - the summative assessment with criterion attached
    - a student selected piece
    - two or three formal interdisciplinary connections per year
  - Academic Resource Program & English Language Learner Newcomer Portfolio Expectations
    - a Learner Profile attribute reflection sheet
- a PYP Attitude reflection sheet
- a student/teacher selected piece from unit (if appropriate)
- additional connections from each unit added when appropriate

*Student portfolios are available at any time to any student, teacher, staff member, authorized visitor, or parents for viewing*

**Fifth Grade Exhibition**
- The Fifth Grade Exhibition is the culminating summative assessment of the Primary Years Programme
- Fifth graders are challenged to take responsibility for the design, organization, and successful completion of an in-depth investigative project
- Students design an action plan to create awareness or problem-solve ways to improve the issue they investigated
- The completed projects are presented to West Hills’ students, Lone Pine third graders, parents, and local community members

**Strategies for Recording and Reporting Assessments**

**NWEA Website**
- contains data from NWEA district common assessments, accessible only to district instructional staff

**Pearson Inform Website**
- contains data from all state and most district common assessments, accessible only to district instructional staff

**M-Step/Mi-Access/M-Step-Access/WIDA/NWEA Parent Reports**
- communicate state mandated assessments and NWEA results to parents

**Student files (CA-60’s)**
- contain assessment results including M-Step/Mi-Access/M-Step-Access, DRA, WIDA, and semester progress reports

**Teacher Gradebooks**
- contain detailed data regarding classroom assessments

**Teacher Anecdotal Records**
- contain teacher observation data regarding classroom assessments

**Student Portfolios**
- a collection of student work to demonstrate growth over time, accessible to students, parents, and instructional staff

**Semester Progress Reports**
- communicate student progress in all areas of the curriculum to K-5 parents

**Parent Teacher Conferences**
- held in September, November, and April to communicate student progress in all areas of the curriculum to K-5 parents
**Student-Led Conferences**
- held in February and June in pre-K -3 as a “Celebration of Learning” to reflect on student growth in pre-K-3rd over the course of the year, and to set goals for future learning

**MAP Form**
- internal document for teacher use, used to summarize and communicate assessment and accommodation data from multiple sources between teachers as part of the annual student transition process

**Assessment Tools**

**Anecdotal records**
- brief written notes based on a teacher’s observation of a student

**Checklists**
- lists of information, data, attributes, or elements that should be present in a student’s work or performance

**Classroom observations**
- information gathered from observing students in class

**Continuums**
- visual representations of developmental stages of learning that show a progression of achievement or identify where a student is within a process

**Exemplars**
- samples of work that serve as a standard against which other samples are judged

**Open-Ended Tasks**
- students are asked to communicate an original response; the answer might be a brief written answer, a drawing, a diagram, or a solution

**Performance Assessments**
- students are required to show what they can do on authentic, real-world tasks

**Process-Focused Assessment**
- students’ transdisciplinary skills are observed and recorded; this process may include checklists, inventories, and/or narrative descriptions

**Research tasks**
- require students to demonstrate media literacy and research skills, as well as synthesize multiple sources of information

**Rubrics**
- designed by teachers with student input
- contain specific criteria
- provide students with assessment expectations in advance

**Standardized tests**
- may provide individual feedback on student growth and progress, and all school/district feedback to inform decisions regarding curriculum and instruction
Student Reflections
● provide students an opportunity to reflect on what they have learned within the scope of a lesson, specific learning engagement, or unit of instruction

Test/Quizzes
● provide a snapshot of students’ subject-specific knowledge

Videos/Pictures
● capture evidence of students’ learning process or product at a given point in time

Teacher Support Opportunities
● The Building Instructional Team (BIT) meets weekly as a problem-solving support mechanism for all instructional staff, including classroom teachers and unified arts/specialty-area teachers
● The BIT provides a venue for documentation and assessment data analysis, and is instrumental in determining action plans for intervention and student assistance
● The BIT is comprised of the building administrator(s), school counselor(s), the speech pathologist, the school social worker, the school psychologist, the General Education Resource Teacher(s), and the Resource Room Teacher
● Teachers may sign up to meet with the BIT on an as-needed basis

Parent/Teacher Communication Opportunities
● Parent/teacher conferences are held three times per year in September, November, and April. Goal-setting takes place at the September conference.
● In February and May K-3 students will lead additional parent conferences using their portfolios as a guide to share a Celebration of Learning and set goals for the future
● Formal progress reports are sent home two times per year, at the end of each semester
● Individualized Educational Plans (IEP’s) are held annually with semester progress updates for certified special education students
● Information regarding performance on the IB PYP Units of Inquiry, the PYP Attitudes and the IB Learner Profile attributes are found on the report card and in student portfolios
● Results from state-mandated assessments are reported to parents in a timely manner
● Informal, ongoing communication between parents and staff includes but is not limited to: Student Daily Agendas (DAJ’s) and student VIP folders, classroom web pages, classroom e-newsletters, and administrator e-mails/listservs
Appendix
Listed below are the current standardized assessments utilized at BK/LP/WHMS. The list is by no means complete and should not limit the types of assessments utilized:

State of Michigan Assessments
- *M-Step:* Administered to all general education students statewide
  - Grade 3: ELA and Mathematics
  - Grade 4: ELA, Mathematics, and Science
  - Grade 5: ELA and Mathematics
- *MI Access/M-Step Access:* Administered to some special education students statewide as determined within the IEP
- *WIDA:* Assesses proficiency in reading, writing, listening, and speaking of all English Language Learners until fluency in English is achieved

District Common Assessments
- NWEA assessments in reading and mathematics for grades K-5
- NWEA assessments in language for grades 2-5
- NWEA assessments in science for grades 3-5
- Developmental Reading Assessment (DRA) for grades K-3 reading
- District developed assessments for grades 1-2 science
- District developed assessments for social studies in grades 1-5
- District developed assessment for Spanish in grade 5
- Michigan Literacy Progress Profile (MLPP) selected assessments for beginning literacy in kindergarten
- DIBELS for beginning literacy in kindergarten
- Reading Recovery Observation Survey for reading for exiting kindergarten and entering at-risk 1st graders

Special Education Assessments
- Woodcock Johnson Achievement Test
- Curriculum Based Measurement (CBM)
- Test of Early Reading Ability (TERA)
- Test of Early Math Ability (TEMA)
- Test of Early Written Language (TEWL)

Building Assessments
- End of pre-school assessment
- Math facts assessments grades K-3
- Lone Pine K-3 writing assessment in grades K-3
- CBM total words written and correct writing sequences assessments in grades K-3
- Pre-School - Creative Curriculum assessment system.

Assessment Policy Review
Bloomin’ Preschool at Lone Pine, Lone Pine Elementary School, and West Hills Middle School staff will review the Primary Years Programme Assessment Policy annually.

- This document was last reviewed at Lone Pine on May 9th, 2011 at the Lone Pine IB Leadership Meeting.
- This document was last reviewed at West Hills on May 17, 2011 at the IB PYP Leadership Meeting.
- This document was last reviewed by Special Education staff from both buildings on May 25, 2011.
- This document was last reviewed by BK/LP/WHMS leadership team on April 29, 2013.
- This document was last reflected upon and updated by the BP/LP/WHMS leadership team on May 22, 2014.