



Woodlawn Academy Assessment Policy



Purpose:

The purpose of this document is to clarify the Woodlawn Academy Assessment Policy. This policy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, administrators. It is directly linked to our campus mission statement.

Campus Mission Statement:

The mission of Woodlawn Academy is to serve our community by developing inquiring, knowledgeable, life-long learners by providing a rigorous environment for learning. We will diversify the curriculum to foster caring, compassionate, globally minded students who have an awareness of their impact on others. We will help our students collaborate to create a better, more peaceful world and culture through understanding and respect.

Philosophy:

The purpose of assessment is to improve classroom instruction, modify/establish appropriate intervention programs for students, promote student growth, and recognize student accomplishments. We commit to enhancing student knowledge of content, development of Approaches to Learning skills and the Learner Profile through continuous assessment and feedback in these areas. With valid assessment data, we will be better informed and equipped to deliver rigorous expectations.



Woodlawn Academy Assessment Policy



Types of Assessments:

Formative	Summative	Mandatory Assessments
<i>Connected to instruction and learning to provide continuous feedback on the learning process.</i>	<i>Allows the student to show what is learned at the culmination of the teaching process. It also allows the teacher to determine the effectiveness of instruction.</i>	<i>All teachers are required to administer per the district and state guidelines.</i>
<p>Anecdotal Notes</p> <p>Student reflection</p> <p>Classroom observation</p> <p>Rubrics-student & teacher created</p> <p>Peer review</p> <p>Individual review</p> <p>Portfolios</p> <p>Checklists</p> <p>Exemplars</p> <p>Student teacher conferences</p> <p>Curriculum based measures</p> <p>Pre-tests</p> <p>Progress monitoring</p> <p>Exit tickets</p> <p>Whiteboard checks</p> <p>Thumbs up/sideways/down</p> <p>Quick Checks</p> <p>Performance</p>	<p>Unit assessments</p> <p>Exhibition</p> <p>Individual/group projects or presentations</p> <p>District and State mandated assessments</p> <p>Student reflections</p> <p>Rubrics</p> <p>Benchmark Assessments</p> <p>Multiple Choice</p> <p>Performance</p>	<p>STAAR</p> <p>Measure of Academic Progress (NWEA MAP)</p> <p>I-station</p> <p>I-Ready Progress Monitoring</p> <p>STAAR Interim Tests (3rd-8th)</p> <p>Circle (PreK)</p> <p>CBAs</p> <p>Simulations</p> <p>Universal Screeners</p> <p>Fitnessgram Assessment</p>



Woodlawn Academy Assessment Policy



Effective Assessments:

Allow *students* to:

- Demonstrates and share their learning and understanding
- Set goals for reaching expectations
- Use their own learning strategies and build on their own strengths and weaknesses
- Acknowledge different learning styles
- Build confidence in their own work and self
- Express their points of view and understanding
- Understand what their own needs are and how to improve
- Connect their learning to real world experience and guide the inquiry process
- Understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self, and peer assessment
- Accountable for their own learning

Allow *teachers* to:

- Use both quantitative and qualitative data to inform every state of the teaching and learning process
- Collaboratively reflect on student progress and needs
- Differentiate their instruction
- Intervene at the first indication of student difficulty
- Define expectations and outcomes for students and teacher led inquiry
- Adapt for learning styles
- Acquire data to be used to inform the school community of progress
- Prepare for future inquiries and student questioning

Allow *parents* to:

- Understand their child's academic growth and development
- Provide support outside of school
- Celebrate learning and student accomplishments
- Review & reflect their child's assessments with their child

Documenting and Reporting:

- Notes and copies of work sent home to parents
- Conferences: Parent/ Teacher and Student-led conferences
- District Report cards for MYP and PYP (available every nine weeks)
- Student data folders including historical and current data to be shared at conferences
- Student portfolios including student work samples in a physical or digital format



Woodlawn Academy Assessment Policy



Policy Specific to the PYP:

- Portfolios: a collection of student artifacts that represent individual learning (not evaluative data)
 - *Portfolios will be used to document student growth and provide a continuum for students to track their learning process and define their growth as a learner. PYP expectations for portfolios will be reviewed every year, including whether they will be digital or physical.*
- Student led conferences
 - *Students will select 2-3 items from their portfolio to share. They will discuss what they learned and how it ties into the Learner Profile. Students can select items and learning goals, with help from their teacher, before the parent conference. This is completely student led and a celebration of student learning.*
- Every year, the school will review and follow a systematic way of sharing student development in the IB Learner Profile for each student.
- School will celebrate and report on student development of the IB Learner Profile by featuring students who have excelled in one of the IB Learner Profile attributes every month.
- Exhibition will demonstrate student growth and development in inquiry, student-initiated action, and ATL skills. The PYP Exhibition will be held in Grade 5.

Policy Specific to the MYP:

- MYP Unit summative assessments will be given at the end of an IB unit; rubrics assessing IB subject specific criterion (A,B,C,D) taught within the unit will be used addressing objective strands within the criteria and assessing criterion development (each will be assessed two times per school year.)
 - *6th grade students will be assessed using year 1 criterion*
 - *7th grade students will be assessed using year 1 criterion 1st semester and year 3 for 2nd semester*
 - *8th grade students will be assessed using year 3 criterion*
- Community projects for MYP (8th grade only)
- MYP Final Report cards will be sent home at the end of the school year for each MYP subject, indicating levels of achievement in the IB subject specific assessment criterion.

Resources:

International Baccalaureate Organization (May 2014). MYP: From principles into practice. Accessed May 5, 2016 from www.ibo.org

Programme Standards and practices (October 2018). Accessed October 13, 2020 from www.ibo.org

Evidencing Learning (2019). PYP Playlist. Accessed October 13, 2020 from www.ibo.org