

Briscoe Elementary Assessment Policy

Campus Mission Statement:

The mission of Briscoe Elementary is to provide students with tools and opportunities to take ownership of their learning and become contributors to the world.

La misión de Briscoe Elementary es proveer a los estudiantes herramientas y oportunidades para que se apropien de su aprendizaje y se conviertan en colaboradores del mundo.

Purpose of Assessment:

The purpose of assessment is to guide instruction, set student goals, and plan for growth.

Philosophy or Assessment Beliefs:

Assessment is an essential part of the instructional cycle. The purpose of assessment is to support and differentiate student learning and help teachers and the community better understand the progress of the learner.

Types of Assessments:

<p>Formative Essential to learning in order to guide instruction, set student goals, and plan for growth.</p>	<p>Summative Takes place at the end of the teaching and learning process giving students an opportunity to demonstrate what is learned and assess the effectiveness of classroom instruction.</p>	<p>State and District Assessments Required per district and state guidelines.</p>
<p>Observation Student reflection Strategic questioning Discussion Pre-tests Exit slips Portfolios Journals Self/peer assessment Individual whiteboard Classroom polls Progress monitoring Signaling Checklists Benchmark assessments Student led / teacher conferences Exemplars Anecdotal records Individual review Peer feedback Rubrics teacher/student generated Checking for transfer Cold-calling Quick writes</p>	<p>Unit assessments Exhibition District/state mandated Assessments Student reflections Rubrics Multiple choice Individual/group projects/presentations Performance task Written/oral product Benchmark assessments</p>	<p>STAAR MAP CBAs CFAs F&P Simulations-Math, Reading, Science, Writing iStation LAP3 Fast Forward</p>

Effective Assessments:

Allow students to:

Assess their own motivation to learn

Demonstrate and share their understanding and learning

Connect their learning to real world experience and guide the inquiry process

Engage in self and peer reflection

Set goals and action steps for reaching expectations

Identify and understand their learning and how to improve

Be accountable for their own learning

Understand the standard for creating a quality product or performance

Build confidence in their own ability to learn

Express their points of view to demonstrate their understanding

Use a variety of learning styles, multiple intelligences, and abilities to express their understanding

Allows teachers to:

Generate appropriate student learning activities

Provide timely feedback which students learn from

Determine the effectiveness of instruction

Define expectations for student outcomes

Differentiate instruction

Celebrate student learning and accomplishments

Use quantitative and qualitative data to communicate student academic growth and development

Plan in response to student and teacher inquiries

Intervene and plan action to support academic growth and development

Allows parents to:

Understand the academic growth and development of their child

Celebrate student learning and accomplishments

Provide support

Reflect on their child's assessments personally and with their child

See evidence of student learning and development

Documenting and Reporting:

Notes and samples of student work sent home to parents

Conferences: Parent/Teacher and Student-led

District report cards are sent home to parents every nine weeks

Policy Specific to the PYP:

Student led conferences

- Students will select 3-4 items from their portfolio to share. Students will discuss what they learned and which learner profile and attributes they used and how it helped them as a learner.
Students can select items, with help from their teacher if needed, before the parent conference. The conference is viewed as a celebration of learning and is led by the student.

Each grade level will determine how they communicate growth in the IB learner profile.

Portfolios: A collection of non-evaluative student artifacts that represent individual student learning.

- Portfolios will be used to document student growth. They provide an opportunity for students to track their learning process and document their growth as a learner. Each grade level will establish essential agreements for what will be included in the portfolio.

Exhibition will take place in 5th grade only and serves as demonstration of student growth throughout the PYP.

Resources:

Making the PYP happen: A curriculum framework for international primary education (December 2009). Accessed December 7, 2017. Retrieved from <https://internationalbaccalaureate.force.com/ibportal>