

Woodlawn Hills Elementary Assessment Policy

Purpose:

The purpose of this document is to clarify the expectations for assessment at Woodlawn Hills Elementary School. This policy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, and administrators. The purpose of assessment is to monitor and guide instruction, set student goals, and plan for growth.

Philosophy:

Assessment is an essential part of teaching and learning. The purpose of assessment is to provide exact and accurate feedback on the learning process, improve classroom instruction, differentiate for the needs of each student, and to allow each student to experience a balance of success and challenge. Feedback will be given to both students and parents to allow for reflection and goal setting.

Types of Assessment

<p style="text-align: center;">Formative</p> <p>Connected to instruction and learning to provide continuous feedback on the learning process.</p>	<p style="text-align: center;">Summative</p> <p>Allows the student to show what is learned at the end of the teaching and learning process. It also assesses the effectiveness of classroom instruction.</p>	<p style="text-align: center;">Mandatory Assessments</p> <p>Required to administer district and state guidelines.</p>
<ul style="list-style-type: none"> Observation Student Reflection Discussion Pre-tests Exit tickets Portfolios Journals Self/peer assessment Whiteboard checks Class Polls Progress Monitoring Signaling Checklists Benchmark assessments Student Conferences Cold-calling Quick writes Student self-reflection QCEs (Question Claim, Evidence) 	<ul style="list-style-type: none"> Unit assessments District/State mandated assessments Individual/Group projects or presentations Essays Performance tasks Benchmark Assessment Exhibitions 	<ul style="list-style-type: none"> STAAR (State of Texas Assessments of Academic Readiness) STAAR-Alt (STAAR Alternate) TELPAS (Texas Education Language Proficiency Assessment System) TELPAS-Alt (TELPAS Alternate) CBAs (Curriculum Based Assessment) STAAR Simulations (Math, Reading, Science, Writing) Cog AT (Cognitive Abilities Test) MAP (Measures of Academic Progress) Fountas & Pinnell

Effective Assessments:

Allow Student to:

- Assess their own learning.
- Demonstrate and share their understanding and learning
- Connect their learning to real world experiences
- Engage in self and peer reflection
- Set goals and action steps for reaching expectations
- Experience different learning styles
- Be accountable for their own learning
- Understand in advance the criteria for producing a quality product or performance
- Build confidence in their own ability to learn
- Express their points of view and understanding
- Know whether they have mastered the skills and knowledge that was taught during the unit
- Celebrate learning and accomplishments

Allow teachers to:

- Guide instructional practices
- Reflect on student progress and needs
- Acquire data to be used to inform the student and parents of progress
- Adjust teaching strategies of skills
- Reteach
- Provide feedback which students learn from
- Collaborate to define expectations for student outcomes
- Differentiate instruction
- Intervene and plan action to support academic growth
- Celebrate learning and student accomplishments

Allow Parents to:

- Understand the academic growth and development of their child
- Be aware of their child's academic needs
- Provide Support
- Reflect on their child's assessments with their child
- Celebrate learning and student accomplishments

Documenting and Reporting:

Woodlawn Hills believes in the importance of parents and teachers being partners in the process of educating their students. Woodlawn Hills teachers are committed to documenting and communicating assessment data with parents to reinforce this commitment. The following are possible ways data and other pertinent information will be communicated with parents.

- Parent night
- iDataPortal (online parent gradebook portal)
- Teacher/Counselor emails, phone calls, and meetings
- Teacher progress reports
- Quarterly report cards
- Individual Educational Plan for Special Needs students
- Success Folders

- Student Portfolios
- Contact through Remind.
- Class Dojo
- Newsletters

Policy Specific to the PYP:

Portfolios: a collection of student artifacts that represent individual learning

- 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. The campus will establish essential agreements for what will be included in the portfolio.

Student Led Conferences

- Students will select 2-3 items from their portfolio to share. They will discuss what they learned and how it connects with an IB attitude or attribute.
- Students can select items, with help from their teacher, before the parent conference. This is completely student led and a celebration of student learning
- Students will communicate their growth in the IB learner profile.

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

Resources:

Making the PYP Happen: A curriculum framework for international primary education (December 2009).

Accessed May 18, 2018. Retrieved from <https://resources.ibo.org/pyp?c=358041f4>