

# *Mountainview Elementary Primary Years Programme Assessment Policy*

## **Beliefs**

Mountainview Elementary believes that assessment is a shared responsibility between teachers, students, and parents that allow students to collect their work, reflect on their strengths and plan for their own improvement. Assessment allows students to identify what they understand, what they can do, and what they need or want to learn. An ongoing assessment process enables teachers and students to track academic growth, reflect on their strengths and weaknesses to make informed changes to instruction. Assessment gives teachers data to set goals for learning and plan for student learner profile growth. Assessment also allows parents to recognize their child's academic and moral accomplishments, celebrate learning, and target future goals. Through shared assessment, teachers, students, and parents all have an avenue to express their points of view and define expectations and outcomes in a dynamic learning process.

## **Purpose of Assessment:**

- to collect data that drives instruction
- to allow our learners to understand their strengths and weaknesses
- to strengthen our learning process and practices as educators
- to individualize instruction
- to track progress and growth within a community of learners
- to evaluate teaching and student inquiry

## **Types of Assessment:**

- **Formative assessment** is connected to instruction and learning to provide instant and frequent feedback in the learning process. This allows teacher and student to guide instruction, giving a glimpse into the effectiveness and enthusiasm of what is being learned. Examples may include: writing portfolios, anecdotal records, student reflections, student/teacher feedback, peer to peer evaluations, graphic organizers, thinking maps, student conversation, classroom participation, individual and group information or progress, and skill development. Formative assessment can not only be used to evaluate inquiry and academics, but also, the learner profile and student growth.
- **Summative assessment** allows the learner to show what they have learned at the culmination of the teaching or learning process. Expectations are clearly defined by the teacher, and students will have a model and learning strategy to demonstrate the desired result. This allows the teacher to measure the understanding of the central idea and inquiry points, but also can inform and improve student learning and instruction. This assessment could be in the form of a presentation, test, or an individual or group project to demonstrate the understanding of an entire unit or problematic scenarios at the conclusion of a PYP planner.
- **Mandatory assessment** stems from campus, district, state and federal required assessments.  
Examples include:
  - Student self reflections from all PYP planners during the school year.

- Informal and formal assessments necessary for student success such as classroom observations, anecdotal records, student discussion, conferring, conferences, running records and grade level professional learning communities.
- Diagnostic testing as required by the state of Texas.
- District selected benchmarks which may include released state assessments, test data bank questions and district-made tests.
- Assessments connected to campus or district computer assisted educational software
- MAP Testing for math and reading
- The STAAR test as required by the state of Texas for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades.
- For our ELL students, the TELPAS.
- Advanced Projects and Performances (APP) projects required by all GT students.
- Any other assessments that match this criteria and as required by our stated curriculum and resources.

**Assessment Shared Responsibilities:** As a Mountainview core value, assessment is a shared responsibility between the student, teacher and parent. Each has critical roles in the assessment process.

- **Students can:**
  - o Apply their learning on real life experiences
  - o Celebrate learner profile strengths and target growth for profile weaknesses
  - o Set learning goals based on their own reflections, goal setting and expectations
  - o Use their own learning strategies and build on their own strengths
  - o Expand on multiple intelligences to enhance their understanding
  - o Build confidence in their own work and self
  - o Express their points of view and understanding
  - o Understand what their own needs are and how to improve
  - o Use their prior knowledge to build on and guide the inquiry process
- **Teachers can:**
  - o Based on assessments, create instructional plans to guide inquiry and provide students with specific and immediate feedback on their learning.
  - o Allow for student reflections and student input for future learning goals
  - o Clearly define student needs
  - o Provide direct instruction but also facilitate differences in learning styles & multiple intelligences through small group instruction
  - o Define expectations and outcomes for students and teacher lead inquiry
  - o Acquire quantitative and qualitative data that can be used to inform students, teachers, grade levels, school, and community
  - o Prepare for future inquiries and student questioning
- **Parents can:**
  - o Recognize their child's academic and moral accomplishments
  - o Be an active partner in their child's academic success
  - o Celebrate learning and target future goals
  - o Observe and track student progress and growth

**Assessment Strategies & Tools:** In a comprehensive assessment approach, Mountainview uses quality strategies and tools in addressing "How will we know what we have learned?"

**Strategies** may include student presentations, group work, formal/written tests, open ended questions/tasks, teacher modeling and problematic scenarios. **Tools** considered applicable and relevant such as anecdotal records, classroom observations, student and teacher created rubrics, peer review, individual review, portfolios, checklists, exemplars and continuums may be used.

## **Campus or Classroom Assessments**

### **Units of Inquiry**

Each unit of inquiry will allow the student and/or teacher the opportunity to assess and reflect. Expectations and assessments will be collected in the student's portfolio and shared with the parent at appropriate times during the school year.

### **Formal Report Cards**

Every six weeks the parents will receive a formal report card that includes grades, social behavior and self-management skills. Additionally, at the three week point, progress reports are sent to the parents. Students will assess their learner profile progress each 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> six weeks. Teachers, coordinating through grade level teams, will provide each student with the format and a reflection summary to share with their parent along with the six weeks report card.

### **Individual Assessments**

Individual assessments connected with reading and math are required by the state and the district. The results from these assessments are provided to the parents at different times during the school year.

## **Students Portfolios**

**-Purpose:** The portfolio provides data for parents, teachers, and students concerning student progress, student conferences, parent-teacher interviews, and teacher reflection/data collection. Portfolios allow students to collect their work, reflect on their strengths and plan for their own improvement. As a collection of work, portfolios give students the opportunity to identify what they understand, what they can do and what they need or want to learn. Portfolios allow students and parents to celebrate learning and target future goals during student-led conferences.

Portfolios will include the following sections:

**Learner Profile Progress:** Students will evaluate their development of learner profile attributes through self-assessments.

**Showcase Planner Work:** This section allows students to "show off" the work from units of inquiry.

**Units of Inquiry:** Students will assess or reflect on each planner presented during the year.

**Specials Reflection:** Work from art, music, PE and Spanish can be highlighted in this section.

**-Format:** Portfolios will be kept with the classroom teachers and passed along each year to the next teacher. Teachers will store students' portfolios in a plastic stacking crate that contains a hanging file for each student. At the end of the year, the portfolio crate will be collected and students' portfolios will be re-grouped for next year's teacher. The portfolio itself

ultimately belongs to the student and will be a record that they can take with them when they leave Mountainview in the Fifth Grade.

**-Selection/Collection Process:** Both student and teacher can select items to go into the portfolio. The work collected should reflect the student's growth as an inquirer/learner.

**-Time Frame:** The portfolio is first created when the student enters Mountainview. Their portfolios will follow the student from year to year, gathering various work samples over time.

## Conferences

**Purpose:** Positive and timely communication between teachers, students and parents is a Mountainview core value. Students are successful when we share our expectations and goals through teacher/parent, teacher/student and student-led conferences.

**Parent/Teacher Conference:** Teachers and parents will be given the opportunity to conference during the school year to address goals and concerns for the year to come. Additional parent/teacher conferences will be scheduled throughout the year as needed to discuss pertinent information to achieve academic success. Teachers will also communicate with parents through a daily or weekly take-home folder to keep the parent informed about academic performance, behavior expectations and up-coming events.

**Teacher-Student Conference:** Teachers will conference with students on a continuous basis throughout the school year. This is an on-going informal or formal process that happens almost daily.

**Student-led Conference:** During the spring, Mountainview students will lead a conference with their parent. Students will have the opportunity to showcase their best work, reflect on the attributes of the learner profile, and set future academic and behavior goals. Student-led conferences allow for self-assessment and communication with the parent about future expectations.

### Items for Student-led Conferences:

**Reading:** Present an activity, project or manipulative that demonstrates success

in a specific reading skill.

**Language:** Select a writing sample from the writing portfolio (grades K-5).

**Math:** Present an activity, project or math manipulative that demonstrates success in a specific math skill.

**Science /Social Studies:** Select samples from one of PYP planners that demonstrates understanding of a science/social studies inquiry.

#### **Learner Profile:**

Grades K-5 Complete and share from a Learner Profile assessment and reflection.

**Goals:** Complete and share academic and Learner Profile goals for the next year.