

# Eakin Assessment Policy

## Philosophy

Assessment offers a window into what students know and can do. For that reason, it is integral to teaching and learning. Through the use of various methods of assessment, we can gauge progress and better guide instruction. In order to be most useful, the assessment process should be transparent, equitable and just. Assessment tasks should be authentic, developmentally appropriate, valid, and reliable.

The fundamental principles of assessment that this policy support are:

- Assessment is integral to planning, teaching, and learning.
- Assessment practices are clear to all members of the community (teachers, parents, and students).
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful.

## Types of Assessments

**Formative Assessment** provides feedback throughout the learning process, allowing the teacher to more effectively tailor instruction to the changing needs of the student. This form of assessment includes: observation of student individual behaviors and group interactions, analysis of student responses to an open-ended task, analysis of student reflections, observation of class discussion/participation, etc.

**Summative Assessment** allows the teacher to measure student understanding of the central idea at the conclusion of a unit. This form of assessment provides opportunities for the student to demonstrate all they have learned, through presentations, tests, essays/reports, performances, projects, etc. Teachers should utilize rubrics and checklists to communicate clear performance expectations to students and parent.

## District, State and Federal Assessments

Eakin Elementary administers assessments as mandated by district, state, and federal policies to ensure that all students are making adequate yearly progress.

Assessment	State/District	Grade(s)	Frequency/Time of Year
Aimsweb	District	K-4	Beginning, Middle, and End of Year
Aimsweb: Progress Monitoring	District	K-4	Weekly: Tier 2 & Tier 3 Students
Model: EL Progress Monitoring	District	K_4	Beginning, Middle and End of Year
Standards Based Report Card	District	K-4	Quarterly
Progress Reports	District	K-4	Mid-quarter
Text Level Assessments	District	K-4	Beginning, Middle and End of Year
Benchmark Assessments	District	1-4	End of Each Quarter
Writing Assessments: Mist	District	3-4	Fall & Winter
TN-Ready	State	3-4	Spring
ELSA	State	3-4	Spring
WIDA-ACCESS for EL	State	K-4	Early Spring
TCAP Alternative Portfolio Assessment	State	3-4	Due Early Spring

- Aimsweb\_ RTI universal screener identifying students who need additional support. Program includes Progress Monitoring.
- Model: EL Progress Monitoring
- TCAP- Tennessee Comprehensive Assessment Program
- ELSA- English Language Standardized Assessment is an alternative standardized testing option that is available for students learning English.
- ACCESS: EL end of the year Placement Test
- TCAP Alternative Portfolio Assessment is an alternative assessment give to students with low incidence special need

# Eakin Assessment Policy

## Assessment Tools

### District Mandate Reporting Shared with Parents

- Report Cards sent home every nine weeks
- Progress Reports sent home four and a half weeks into each quarter
- Parent conferences on district conference day(s)

### Other Means of Reporting shared with Parents

- Report Card: IB Reflection Insert
  - Created by each grade level with support of IB Coordinator
  - Age Appropriate
  - Includes Learner Profile Reflection
- Parent Conferences (meetings, e-mails, phone conversations, written correspondence) as needed
- Portfolios

## Portfolios

### The Purpose of Portfolios

Portfolios are collections of children's work that are designed to demonstrate growth, higher order thinking, creativity and reflection. The portfolio is an exhibition of an inquiring mind at work. They celebrate student learning through the PYP, showing the development of the whole child, both within and outside of the Program of Inquiry. Portfolios are used by students to communicate this development with parents at student-led conferences and with teachers and peers throughout the year. Portfolios provide one method of documenting student achievement and progress through the curriculum. Both students and teachers select material for inclusion in an individual portfolio, which may include:

- Samples of the student's work showing development over time
- Self-assessments carried out by the student.

Where possible, these strategies provide an effective means of recording students' responses and performances in real-life situations where there are genuine problems to solve. These authentic assessment strategies are sometimes used in conjunction with other forms of assessment, such as standardized tests, in order to assess both student performance and the effectiveness of the programme.

### Contents of Portfolios

- One student-generated reflection for each unit from our Programme of Inquiry
  - A general reflection on the unit of inquiry, including the knowledge and understanding gained and possible future investigations
  - and
  - The student's response to a piece of work from each unit of inquiry
  - **(Each selection relating to a Programme Of Inquiry unit will include the Transdisciplinary Theme, Central Idea and Date)**
- PYP Learner Profile/Attitude Reflections - one document per semester
- A brief student reflection for each student-selected piece in the portfolio (May be on the back of the chosen piece)
- A limit of 20 artifacts per year
- Portfolio content need not be limited to written work. A variety of media can be represented to reflect different learning styles and experiences, including drawings, photos, voice recordings, videos, and multimedia.

### Management Guidelines

- View binders separated by tabs per transdisciplinary themes, including plastic sleeves to hold artifacts, provided by the IB coordinator
- A student photograph on the front cover of the binder
- Dividers separating the binder into transdisciplinary themes
- Follows child K- 4, passed from Teacher to Teacher at the beginning of each school year, during a school wide celebration day in which the students go back to their previous year's teacher to pick up their portfolio
- At the completion of 4<sup>th</sup> grade the student takes the Portfolio Home
- Intended to be student managed with teacher guidance
- Includes student reflection on selected work
- Portfolios are assessable in the classroom for students, parents and teachers to visit and reflect upon

# Eakin Assessment Policy

## Exhibition

As a culminating experience, the exhibition is an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the Primary Years Programme. Students are engaged in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues.

- All fourth Grade Students will participate in the exhibition which will:
  - provide an opportunity for students to exhibit the attributes of the **IB learner profile**
  - incorporate all the **key concepts**
  - synthesize aspects of all six **transdisciplinary themes**
  - require students to use skills from all five sets of **transdisciplinary skills**
  - provide opportunities for students to engage in action based on their learning;
  - represent a process where students are engaged in a collaborative and student-led, in-depth inquiry
  - include ongoing and rigorous assessment of the exhibition process
- All members of the school community will play a role in the exhibition.

## Conferences

- Parents, students and teachers are all valued as contributors to the reporting process and share in the responsibility for learning and accounting for progress.
- Conferences including all parties keep everyone informed and give the child a chance to see the most influential adults in their lives showing an interest in their learning.
  - parent/teacher conferences** (yearly)
    - Establishes a relationship with the parents
    - Learn about the student from the parent
    - Share evidence of student growth
    - Address goals and concerns for the year
  - student/teacher conferences** (held on a continuous basis throughout the school year, formal and informal)
    - Gives feedback to guide differential teaching
    - Help students with self reflection
    - Gives student ownership of learning
    - Share strengths and weaknesses
  - student led conferences** (Differ in content and structure based on age of student)
    - Helps students reflect on own growth
    - Set goals with student and parent
    - Highlight what they see as important
    - Share strengths and weaknesses
    - Increased ownership of learning through sharing portfolios or classroom projects

## Professional Development

Teachers will:

- Participate in state/district/school training as necessary or required
- Participate in site-based professional development in assessment through workshops or book studies
- Research assessment strategies and tools to maintain awareness of current pedagogical practices
- Discuss and reflect upon assessment practices and tools at grade level