

Wade King Assessment Policy

Assessment Philosophy and Agreements

Updated 5.5.19

Wade King Elementary School aims to develop knowledgeable, skilled, compassionate, principled, and action-oriented young people through a rigorous program of inquiry.

Philosophy

We believe the ultimate purpose of assessment is to guide planning and instruction. Assessing prior knowledge and then monitoring achievement during teaching enables us to plan and refine our teaching to meet individual and group needs. Parents, teachers, and students are all contributors of valuable data. Student self-evaluation, goal setting, and reflection are critical in order for students to take ownership of their learning.

PURPOSE: *Why* do we assess the way we do at Wade King Elementary School?

ACTIONS: *What* assessment actions do we take because of our philosophy?

EXAMPLES: *How* does assessment look at our school specifically?

We believe the ultimate purpose of assessment is to guide our planning and to support and enhance student learning, rather than generate a grade. Assessment is on-going and varied. These assessments are both formative and summative.

- **Formative Assessment (or Progress Monitoring)** is interwoven into each unit of inquiry and into learning that happens outside of units of inquiry. Pre-assessment is considered formative. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Examples of formative assessments include: Rubrics, Continuums, Checklists, Benchmarks/Anchor Papers, Observations/Conversations, Student Work Samples, Bridges Math Checkpoints, Math Concept Quest Tasks, Student Self-Reflection, MAP Reading and Math Assessments (3rd-5th), and DESSA Mini (*for SEL*).
- **Summative Assessment** occurs at the end of each unit. Summative assessments allow students to demonstrate what has been learned through the unit. Summative assessments may include synthesis of information and/or application of knowledge and process. Examples of summative assessments include: Unit of Inquiry summative assessments, WAKids in Kindergarten, Kindergarten Screener, Phonemic Awareness Assessment, Benchmark Assessment System for Reading, Words Their Way Spelling Inventory, Bridges Math End of Unit Assessments, Smarter Balanced ELA and Math Assessments (3rd-5th grade), WCASS Science Assessment (5th grade), Student Self-Reflection at the end of units, and DESSA Full (*for SEL*).

We believe that the teaching/learning cycle starts with assessment, rather than teaching, based on Vygotsky's work which describes the Zone of Proximal Development. We assess frequently to find out what the students already know and can do in order to determine next steps for the whole class, small group, and individual students. Differentiation is key to maximizing student learning. Examples include:

- Pre-assessments before all units of inquiry and Bridges math units, as well as on-demand writing assessments at the beginning of writing units of study.
- Formative assessments throughout the units

The Zone of Proximal Development is different for every child in every area of learning. Each student is a complex individual with a wide range of existing abilities, skills, and knowledge. Because of this, we use multiple data points when assessing students and assess in many different ways. We read assessments to some students, scribe for some students, and modify questions for some students. We want to identify student's strengths and next steps as learners. Just as instruction is differentiated, assessment is differentiated.

We understand that whatever knowledge, skill, grade level expectation, or ability is being assessed, there are many possible and valid ways for students to show their understandings to us. We do not require all students to have their knowledge and abilities assessed in the same way. We believe that the important thing is to know if the students *got it*. We honor and validate multiple and creative forms of assessment. We are working toward having several authentic summative assessments in every unit of inquiry to give students choice in how they demonstrate their understanding of the central idea of that unit.

Assessment data is not just important for teachers, but for everyone involved in the academic life of the student.

- **Parents should know and understand the learning goals of their child, their child's performance in relation to grade level standards, and progress their child is making over time.**
 - Teachers share grade level expectations with parents/guardians at the beginning of each school year.
 - As students engage in formative and summative assessments and set new goals, those goals are communicated to parents/guardians via phone calls, emails, Seesaw messages, and conferences.
 - Student-Involved Conferences (with parents/guardians, students, and teachers) happen for all families in November. Students take the lead in sharing their current academic and social-emotional goals with their parent/guardian.
 - Families receive report cards in February and June to show their child's performance in relation to grade level standards.
 - Parents/guardians of 3rd, 4th, and 5th graders receive a report to show their child's performance on the Smarter Balanced Assessment that student take in the spring.
- **Staff collaboration and planning related to student assessment and growth in academic and social-emotional areas leads to greater student growth.**
 - Assessment data is used to prioritize learning needs of our entire staff. Professional development related to those topics is integrated into staff meetings and trainings.
 - Grade level teams meet throughout the school year for student growth collaboration meetings (or SGCs).
 - Care Team Meetings, IEP Meetings, MDT Meetings, HCL Plan Meetings and 504 Meetings are opportunities to for staff who support specific students to collaborate. Student data is at the forefront of these meetings as we work together to be sure the student has the most appropriate interventions and supports in place.
- **Students must have opportunities to self-assess, to reflect on learning, and to subsequently grow and change.** We specifically teach our students to self-assess in both academic and social-emotional areas, including the attributes of the learner profile. We support students in using their assessments to identify their areas of strength and next steps, and to set goals. At the end of units, students are asked to reflect on experiences and make contributions to their portfolios.

Assessments Within Units of Inquiry

Formative and Summative Assessments: Each unit of inquiry will include both formative and summative assessments. Essential elements of the PYP will be assessed: knowledge, concepts, skills, and action.

Student Reflections will take place at the end of each unit. Student reflections will be part of a student's PYP Portfolio, which is passed from grade to grade so students and parents have a cumulative student generated record of growth throughout the student's PYP experience. Student reflections may be any of the following:

- A general reflection on the unit of inquiry, including new knowledge and understanding of the central idea and possible future investigations
- A response to a piece of work from the unit of inquiry
- A running record of big ideas or 'ah-ha' moments from each unit
- Lingering questions a student has not yet been able to answer or is still curious about

Learner Profile Attributes will be intentionally developed within each unit of inquiry and student growth in relation to the attributes will be reflected on.

- All units of inquiry will focus on 2-3 attributes of the Learner Profile that are particularly valuable in exploring the central idea or lines of inquiry.
- Staff reflections and student self-assessments related to the learner profile will be shared with families and kept in student's portfolios as evidence of growth over time.

Student PYP Portfolios are a record of student learning. We want Wade King students to feel ownership of their individual portfolio. Every portfolio will include the following:

- A cover sheet from each grade level listing the units of inquiry
- Student choice of one piece of work from each unit of inquiry, and a corresponding reflection.
- Student reflections on their growth within the attributes of the learner profile.
- Significant student action that the student selects to add to his/her portfolio.
- Parent Reflections

Portfolios will travel with a student throughout his/her years at Wade King. At the end of each school year, grade level teams will invite families to school for a "Portfolio Celebration." This is a chance for families to sit alongside their child and look at the work he/she has accomplished during the school year. Parents write a reflection at that time. If a student's family is not able to attend, a sibling or staff member celebrates that student's work with him/her. At the end of 5th grade, students take their PYP Portfolios home.

- *Looking ahead, it is likely that we will transition to a digital portfolio as our students' access to technology increases.*

The Exhibition is a unit of inquiry that takes place in 5th grade. While working in a collaborative group, students apply knowledge, key concepts, skills, and attributes to deepen their understanding of a central idea chosen by their group. After gathering information from multiple sources, including experts, students synthesize their learning and decide how they will take action based on what they now know. The Exhibition culminates in groups presenting to classrooms in our school community, and then by presenting at our evening Exhibition event. The Exhibition is an assessment of our K-5th grade PYP Program. Reflection of the Exhibition by community mentors and staff leads to the continual refinement of our Exhibition process and deeper learning and more meaningful action by students.

Conferences

Conferences are one way of reporting student progress and to establish, encourage and maintain communication between the home and school, the child and parent/guardian, and the student and teacher. Conferences may take the following forms:

- **Teacher/Student Conferences** - Teacher/Student conferences are an opportunity for students to get and to give feedback that will be critical for differentiation and individual growth, for teachers to get information that can guide instruction, and to help students with self-reflection through modeling and discussion. Teacher/student conferences are an essential part of our reading, writing, math, and inquiry workshops. They happen daily in our classrooms.
- **Student/Teacher/Parent (Student-Involved) Conferences** - Student-Involved conferences occur with all Wade King families early in the school year, and are opportunities for students to talk to their parents about their learning, to have the students reflect on their growth and take ownership for their own learning, and to set goals with the teacher and their parents to aid in the student's continued success.
- **Parent/Teacher Conferences** - Throughout the school year, parents and/or teachers may request a conference about a specific student. This is an opportunity for parents and teachers to address specific concerns, learn about the student from both the home and school perspectives, and to make a plan to support the student. At this meeting, teachers may share current work samples and assessments.

Report Cards

Report Cards are sent home with students after first semester and at the end of the school year. Report cards document student performance in relation to grade level standards. They include a narrative related literacy, math, the units of inquiry, music, PE, and Mandarin Chinese. At kindergarten and first grade, report cards also include a narrative related to social-emotional learning.

Assessment Schedule

School Assessments	Students
Teacher's College On-Demand Writing Assessments	K-5 th Grade – Beginning & end of writing units
Teacher's College Writing About Reading Assessments	3 rd -5 th Grade – Beginning & end of reading units
Word Features Assessment	K-5 th Grade
DESSA (Devereux Student Strengths Assessment) – Mini DESSA Screener & Full DESSA	K-5 th Grade
District Assessments	Students
Kindergarten Screen: Literacy and Math	All Kindergarten Students - Sept, Fall, Winter, Spring
K-1 Phonemic Awareness Assessment	All Kindergarten & 1 st Grade Students – Fall, Winter, Spring
CoGAT Screener (<i>for HCL identification</i>)	2 nd Grade – Winter
Benchmark Assessment System: Reading	K - Winter, Spring 1 st Grade - Fall, Winter, Spring 2 nd Grade - Fall, Winter (NYAS), Spring 3 rd -5 th Grade (NYAS) - Fall, Winter, Spring (NYAS) = <i>Students Not Yet At Standard</i>
MAP Reading and Math	3 rd -5 th Grade - Fall, Winter, Spring
PE Physical Fitness Test	3 rd -5 th Grade – Fall, Winter, Spring
State Assessments	Students
WaKIDS – TS Gold	K – September, Fall, Winter, Spring
Benchmark Assessment System for Reading	2 nd Grade - Winter
Smarter Balanced Assessment	3 rd Grade – English Language Arts, Math 4 th Grade - English Language Arts, Math 5 th Grade - English Language Arts, Math, Science
CBA (Classroom-Based Assessments)	3 rd -5 th Grade
ELPA-21	K-5 th Grade English Language Learners – Winter

Assessment Policy Annual Review Process

The certificated staff at Wade King will meet each spring to review our Assessment Policy and make any needed revisions. If significant changes need to be made in our policy, those changes will be overseen by our PYP Leadership Team.