



Dunbar Elementary School Assessment Policy

Rationale

At Dunbar Elementary School we believe that assessments are essential in the evaluation of whether educational goals and standards of a lesson are being met. We also believe that assessments allow students to demonstrate their understanding of the objectives/standards taught.

Aims and Objectives

The aims and objectives of this policy are as follows:

- Maintain accurate records of the progress and attainment of each individual student
- Ensure consistency in assessing achievement
- Identify achievable and challenging targets for each child
- Enable active involvement of all student in their own learning
- Provide consistent information for parents that enables them to support their child's learning
- Provide information that allow leadership to make sound judgments about the effectiveness of the school and evaluate school's performance against its own previous attainment over time and against national standards

Types of Assessments

At Dunbar Elementary School, we use a combination of **Formative** and **Summative** assessments as outlined below:

Formative Assessments

Formative assessments are a powerful way of raising student's achievement and motivation. Formative assessments are given throughout the learning process in order to determine student progression as it relates specific standards and skills. These assessments improve student learning and instruction while it's happening. In other words, these assessments are said to be "for learning."

These assessments are also used to:

- Identify student's strengths and gaps in learning
- Identify next steps for learning and planning set
- Establish appropriate targets for the class, group, and individual
- Evaluation of effectiveness of teaching and learning
- Monitor and track student progress
- Identify individual and groups for specific intervention and support

Here at Dunbar Elementary, we consistently use the following formative assessments:

- Analyzing student work (quizzes and tests)
- Strategic questioning
- Exit tickets
- Checklists
- Quality Work
- Journals
- Teacher observations
- Number Talks
- Metacognition (KWL and KWLAQ Charts)
- Graphic Organizers
- Student Feedback
- F & P Assessments

Summative Assessments

Summative assessments are given periodically to evaluate student learning and achievement at the end of an instructional period. These assessments are generally evaluative rather than diagnostic. Summative assessments determine whether and to what degree students have learned the information or material they have been taught. In other words, summative assessments are said to be “of learning.”

Here at Dunbar Elementary, we consistently use the following summative assessments:

- District Benchmarks
- End-of-unit or chapter tests
- Star 360
- Foundations (Mid and End of Unit)
- Georgia Milestones
- GKids
- Performance Tasks
- Projects/Rubrics
- Students Portfolios
- Rubrics
- Diagnostic and End of Unit Writing

How We Assess

Here at Dunbar Elementary School, our effective assessment practices include, but not limited to:

- Assessing students’ prior knowledge
- Formative assessment tasks

- Summative assessment tasks (assessing the central idea)
- Transparency – criteria for learning tasks are clear and known in advance by students, teachers, and parents
- Utilizing a range of assessment tools to collect data (i.e. rubrics, checklists, anecdotal records, standardized tests, and benchmarks)
- Monitoring and assessing student progress twice per year in relation to the Learner Profile including student self-assessment (IB Progress Report)
- Gathering evidence from which sound conclusions are drawn
- Creating rigorous tasks that cater to a variety of learning styles, multiple intelligences, and differing abilities
- Documenting student success, growth, ability, and creativity
- Providing opportunities to support learning
- Utilizing data to implement present and future strategies for student and teacher success

Reporting – Feedback on Student Progress

Dunbar Elementary School provides meaningful feedback consistently to students and parents through self-assessment and reflection, District Progress Reports, IB Progress Reports, and report cards.

Reports will be:

- Timely (4 ½ and 9 weeks)
- Academic and non-academic learning
- Followed by opportunity for discussion between the child, parents/guardians and teacher (parent-teacher conference)
- Include IB Learner Profile student self – assessment and reflection with comments by teacher and parent

Review

This policy is subject to annual review, as part of the school self – evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual audit. The policy will be revised in line with the new Action Plan and targets set.

In order to carry out this evaluation, the Assessment Leader will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy.