



## **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 students 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**, **Summative**, and **Diagnostic** 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 to 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
- Strategic questioning
- Exit tickets
- Teacher observations (i.e., checklists and anecdotal notes)
- Graphic organizers
- Student feedback and reflections
- Running records
- Software-based adaptive assessments
- Skills Inventory (e.g., GKIDS)

### **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:

- End-of-unit or chapter tests
- Phonics and phonemic awareness skills assessments
- State-mandated Criterion-Referenced assessments (e.g., GMAS)
- Performance Tasks
- Projects/Rubrics

### **Diagnostic Assessments**

Diagnostic assessments are intended to help teachers identify what students can already do in different domains to support their students’ learning. These assessments are used to determine what students understand in order to build on their strengths and address their specific needs.

Here at Dunbar, the following diagnostic assessments are given quarterly:

- Adaptive achievement and growth assessments (NWEA-MAP)
- Diagnostic Writing Assessments
- Universal screeners (e.g., AIMSWEB)

### **Why We Assess**

Here at Dunbar Elementary School, assessment is an important part of our instructional practices. Assessments help us to do the following:

- Determine students' prior knowledge
- Collect data to set goals for learning, improve instructional practices, improve student learning, identify students' strengths and gaps in learning, and determine the effectiveness of instruction
- Monitor student progress, document student success, growth, ability, and creativity
- Identify student learning styles, multiple intelligences, and differing abilities
- Provide support to students to remove barriers to learning
- Identify teacher needs for targeted support, coaching and professional development

### **Reporting – Feedback on Student Progress**

Dunbar Elementary School provides meaningful feedback consistently to students and parents through self-assessment and reflection, District Progress Reports, parent/teacher/student conferences, student portfolios, and report cards.

Reports will:

- Be given in a timely manner (4 ½ and 9 weeks)
- Include academic and non-academic learning
- Be 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 goals will be evaluated as part of the annual audit. The policy will be revised in line with the new Action Plan and goals 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.