



## West Manor Elementary School Assessment Policy

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### West Manor Elementary School Mission Statement

West Manor Elementary school commits to cultivating inquiring, knowledgeable and caring scholars who strive to think, act and reflect with a value and understanding of multiple cultures, languages and perceptions.

To this end the school will work collaboratively with all stakeholders to meet the needs of all learners while providing a safe and supportive learning environment. The school implements a rigorous, inquiry-driven international curriculum which supports the development of socially, emotionally and academically balanced lifelong learners committed to creating a more peaceful world through intercultural understanding and respect.

### Philosophy

At West Manor Elementary, we believe that assessments should be ongoing throughout the learning process. Its sole purpose is to guide teaching and learning. Assessment results allow us the chance to communicate with teachers, students, parents, staff, and administrators both progress and opportunities for growth.

### Principles of Effective Assessments

A variety of approaches are used to assess the students' of West Manor understanding of content and skills taught from the Georgia Standards of Excellence. The following characteristics describe some of the principles of effective assessments administered at West Manor Elementary:

- ◆ age and grade appropriate
- ◆ rigorous and relevant to the learner
- ◆ builds on previous knowledge
- ◆ diverse and varied to meet different learning styles including, but not limited to:
  - Gifted and Talented
  - Students with Individualized Education Plan (IEP)
  - Student with Early Intervention Plan (EIP)
  - Students with Response to Intervention Plan (RTI)
  - English Language Learners (ELL)
- ◆ provides timely and relevant feedback
- ◆ data driven

### Types of Assessment

- ◆ **Pre and post assessments:** to monitor and record growth and inform instruction.
- ◆ **Formative assessments:** ongoing throughout the learning process for the purpose of informing teachers what the students have learned in order to plan for the next stage of learning.
- ◆ **Teacher made tests and quizzes:** To be used to check for understanding of content and skills
- ◆ **Performance Assessments:** to be used to check for understanding of concepts, content and skills.
- ◆ **Summative assessments:** to assess the understanding of content and skills.

## **Assessment Strategies**

- ◆ Observations
- ◆ Performance tasks and oral presentation
- ◆ Individual and group projects
- ◆ Selected responses
- ◆ Reflections

## **Assessment Tools**

- ◆ Rubrics: an established set criteria for rating students in all areas
- ◆ Checklists: lists information that should be present in students' work or performance
- ◆ Anecdotal records/notes: written notes on the observations of student work
- ◆ Reflections: representation of the progress students achieve over the expected developmental stages of learning.

## **Documentation**

### ***Portfolios***

#### **Classroom Student Portfolio:**

The purpose of a student portfolio is to provide samples of student learning and growth. Each teacher is responsible for developing a student portfolio for each child. The student portfolio is to encompass evidence of the Georgia Standards of Excellence taught. Each student should have a Reading/Writing, Mathematics and Science/Social Studies Portfolio. These portfolios provide data and documentation for SST/RTI process and parent meetings.

#### **IB Portfolio:**

Upon authorization from the International Baccalaureate Organization the West Manor Assessment Committee will implement the following assessment policy to accommodate the requirements for IB:

Student IB portfolios will contain evidence of student learning and growth over a period of time. Students will select a collection of their work that demonstrates their growth as an IB student. Teachers will conduct informal conferences at the end of each unit to allow students to share and reflect on their learning. In the Spring West Manor will host a student led IB portfolio conference. The students will share their learning experiences from the entire school year including their personal reflections on the Units of Inquiry, learner profile traits, and transdisciplinary skills.

## **District and State Requirements**

- ◆ Georgia Milestones End of Grade Assessment
- ◆ Benchmark Assessments
- ◆ STAR 360
- ◆ Fountas and Pinell

## **Reports (Written)**

All written reports should be clear and understandable for parents and other stakeholders. The report should include academic and behavioral development. Each report is followed by opportunities for discussion between students, parents, and teachers.

- ◆ Weekly parent communication
- ◆ Progress reports (Monthly)

- ◆ Report cards every nine weeks
- ◆ Standardized test results

**Conferences**

- ◆ Student-Teacher: as needed during the day or afterschool
- ◆ Parent-Teacher: scheduled by parent or teacher as needed
- ◆ Student-Parent-Teacher: once a year in the Spring

**Plan for Implementation and Review**

West Manor Elementary School Assessment Committee members include the IB PYP Leadership Team members which consists of Administration, the IB PYP Coordinator, and one representative from each grade level. The assessment policy will be communicated to parents by the teachers and administration. The West Manor Assessment Policy will be effective August, 2017. It will be reviewed annually at the beginning of each school year. The policy will then be revised as needed.