



# Deerwood Academy Primary Years Programme

## Assessment Policy

### 2023-2024 School Year



#### Assessment Philosophy:

- ❖ At Deerwood Academy, we believe that assessments play a vital role in the learning process of our scholars. Assessment is an on-going process, vital to instructional planning and the monitoring of academic progress. We use multiple tools and measurements to assess our students, determine the effectiveness of our instruction, and to plan and implement future learning experiences.
- ❖ At Deerwood Academy, we are committed to authentic assessment and prioritize personal and professional reflection to ensure appropriate rigor for teaching, learning, growth, and goal setting. The implementation of the units of inquiry are based, and are designed to invoke some type of action. This action can be student, class, or teacher-initiated. In every unit of inquiry planned, we infuse the different types of assessments– summative, performance tasks, and formative assessments.

In addition, student self-assessments for reflection are documented in digital portfolios (Toddle). The purpose and means of assessment will be clearly explained to the staff, students, and all stakeholders of the Deerwood Community.

#### Purpose:

Our main goal for assessments is to determine what students understand, know, and are able to do in order for us to provide specific feedback and promote growth in our young learners. By assessing each student's learning and development, we can personalize our instruction and better help him/her set realistic learning goals.

- At Deerwood Academy, the **students** use assessments to inform them of their level of understanding and achievements and are encouraged to use assessments for self-reflection and goal setting purposes.
- At Deerwood Academy, the **staff** use assessments to reflect on instructional effectiveness and to support student growth.
- At Deerwood Academy, the **stakeholders** use assessments to better understand their scholar(s)' learning developments and accomplishments.



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- At Deerwood Academy, the **leadership team** uses assessments to analyze data for students' rates of growth and to collaborate with staff to guide instructional practices.

It should be understood and agreed upon by all members of the Deerwood Academy Faculty and Staff that upon entry into a class, all new students should receive some type of diagnostic testing to determine their level of instruction.

#### **Monitoring:**

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

The tools that we use to monitor are :

1. Open-ended tasks
2. Written or Oral assessments
3. Virtual Learning portfolios

#### **Assessing:**

- ★ **Formative assessments** should be interwoven with the daily learning and help teachers and children find out what the children already know, in order to plan the next stage of learning. Formative assessments and teaching are directly linked; neither can function effectively or purposefully without the other.
- ★ **Weekly assessments and common assessments** should be administered based on standards with specific regards to elements for a more concise determination of mastery.
- ★ **Summative assessments** should take place at the end of the teaching and learning process and give the children opportunities to demonstrate what has been learned. Some methods of assessment that should be used to provide a balanced view of the child include observations, performance assessments, selected responses, open-ended tasks, projects, and portfolios.



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#### **Documenting:**

At Deerwood we use a variety of assessment strategies and tools to determine what the scholar has learned. At Deerwood we use

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Portfolios:** A collection of artifacts that can also contribute to reporting.

**Assessment tools utilized:** Rubrics, Checklists, Exemplars, Anecdotal Records, and Continuums

#### **Measuring Learning:**

Measure of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured.

At Deerwood, we use several tools to measure student learning:

#### **District Mandated Assessments:**

- MAP Assessment
- HMH Intervention Assessments
- District Benchmark Assessments

#### **State Mandated Assessments:**

- ACCESS for ELLs
- Georgia Alternate Assessment (GAA)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Georgia Milestones Assessment System
- National Assessment of Educational Progress (NAEP)

#### **Reporting**

We currently report assessment results to students and parents in various ways. These include student and/or parent conferences, failure notices, progress reports, Class Dojo, and Infinite Campus,



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our online student information system. We also use the district-wide report card as a reporting tool. In PYP schools teachers are required, on behalf of all students, to assess and report on progress in the development of the attributes of the learner profile. This is done by using the learner profile for self and peer assessment, as the basis for teacher/student/parent conferences and through reporting to parents.

#### **Professional Development**

The faculty and staff at Deerwood Academy will continuously seek professional development with assessment uses and strategies.

#### **Communicating the Policy**

The Assessment Policy is regularly communicated to all staff members through collaborative dialogue during professional learning. The policy is shared with parents and community stakeholders during Parent Academy breakout sessions. Teachers are responsible for communicating this policy to students and parents. At the beginning of each new school year the policy will be shared with faculty during professional learning days and utilized as a working document.

#### **Reviewing the Policy**

The school reviewed the Assessment Policy during the self-study process. The policy will formally be reviewed every year with all stakeholders.

#### **Portfolios**

At Deerwood Academy we have adopted portfolio essential agreements and a digital portfolio system. We use Toddle to house our digital portfolio system. These portfolios will include artifacts and self-reflections based on the units of inquiry. The students will create separate data notebooks that track their data for MAP, attendance, PBIS, and Lexile growth. Scholars lead conferences with their parents at a first semester and second semester Parent Academy. Additional portfolios may be kept to include diagnostic tests and weekly tests and traditional assessments. Teachers currently use an electronic grade book (Infinite Campus) maintained on the school server. However, teachers always



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have a backup method of maintaining grades. In addition, the teachers maintain common assessment trackers that track student progress on every standard/element that has been taught.

#### Portfolio Essential Agreements

Developed: August 2016 Revised 2023

#### The Purpose of Virtual Portfolios

**Portfolios are collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. The portfolio is an exhibition of an active mind at work.**

The five goals guiding teacher and student work with portfolios are:

- To celebrate learning through the PYP, showing development of the whole child, both within and outside of the Program of Inquiry
- To help students become more reflective about themselves as learners
- To allow students an opportunity to have an agency of work that they would like to share with others.
- To extend student learning in all disciplines
- To inform instruction and influence instructional practices
- To support and explain the assessment system (Standards-based Grading)

#### **Contents of Student Portfolios**

Portfolio content at each grade level should include the following:

- 1) PYP Learner Profile Monthly Reflection activity
- 2) Interest Surveys
- 3) Six student-generated unit reflections (one for each unit of inquiry):
- 4) At least 3 student reflections to an artifact from the unit of inquiry
- 5) Examples of Action being put to use after units of inquiry (class or student initiated)
- 6) Includes products or reflections from specials classes
- 7) Include pictures, voice recordings, and videos of the scholars
- 8) Student led conference notes
- 9) Teacher Unit of Inquiry Reflection



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#### **Portfolio Management Guidelines**

- Portfolios should be easily accessible to students in Mybackpack.
- Portfolios are intended to be student-managed with teacher guidance.
- Students should understand the purpose of portfolios and be able to explain why specific items are in their portfolios.
- No limits will be placed on the number of pieces placed in the portfolio, however teachers agreed that students should be taught how to thoughtfully choose pieces.
- Staff will ensure that explicit teaching of portfolio management and reflection time is built into each unit of inquiry. Teachers should help students learn how to thoughtfully choose which items to include/keep in their portfolios, and how to reflect on each piece in the portfolio.
- A variety of media is represented to reflect different learning styles and experiences, including drawings, photos, written work, voice recordings, video clips, etc.]
- Teachers will assist in providing a brief explanation of pieces in the portfolio, as it is sometimes difficult to discern the purpose of the piece when no explanation is available. (examples: central idea at the top of the page or unit connections.
- Portfolios will include reflections/products from Visual Art, Music, Language, Physical Education at some time during their education at Deerwood Academy. It is not expected that each portfolio will have products/reflections each year for each subject area.
- Students and teachers throughout the school will spend time at the beginning of the year thinking about what criteria should be used for deciding what goes into a portfolio.

#### **References**

Assessment Policy of Deerwood Academy 2017-2018

Language Scope and Sequence. IBO, 2009

World Language Program of Atlanta Public Schools. <http://www.atlanta.k12.ga.us/Page/1027>

PYP Assessments 2023