

Deerwood Academy's Assessment Policy

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, we 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 on the summative assessment. In every unit of inquiry planned we infuse the different types of assessments– summative, pre/post assessments, performance tasks, and formative assessments.

In addition, student self-assessments for planners should also be developed. 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.

- Students of Deerwood Academy use assessments to inform them of their level of understanding and achievements and are encouraged to use assessment for self-reflection and goal setting purposes.
- Staff Members of Deerwood Academy use assessments to reflect on instructional effectiveness and to support student growth.
- Stakeholders of Deerwood Academy use assessments to better understand their scholar/ scholar's learning developments and accomplishments.
- The leadership team of Deerwood Academy use 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 diagnostic testing to determine their level of instruction.

Assessing:

Formative assessment should be interwoven with the daily learning and helps teachers and children find out what the children already know in order to plan the next stage of learning. Formative assessment 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 gives 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, and portfolios.

Recording:

At Deerwood we use a variety of assessment strategies and tools to determine what the scholar has learned. Assessment strategies are the methods teachers use to gather information about student learning.

Assessment tools utilized:

Rubrics

Checklists

Exemplars

Anecdotal Records

Continuums

Assessment Strategies utilized:

Observations

Open end

Performance Tasks

Open Ended Tasks

Constructed Response

At Deerwood Academy we have adopted portfolio essential agreements and a portfolio system. Each grade level will have binders that serve as portfolios. These portfolios will house student selected artifacts, self-reflections, and data notebooks that are created within the unit of inquiry. Scholars led conferences with their parents during Parent Academy. Additional portfolios must be kept to include diagnostic tests and weekly tests and traditional assessments. The two should not be merged together. Teachers currently use an electronic grade book (Infinite Campus) maintained on the school server. However, teachers always have a backup method of maintaining grades. In addition, the teachers maintain common assessment trackers that track student progress on every standard/element that it taught.

Reporting

We currently report assessment results to students and parents in various ways. These include student and/or parent conferences, deficiency notices, bi-weekly progress reports, and the IB Report Card. 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. We currently have IB report cards to be shared with parents along with the district report cards at the end of each semester. A copy of these report cards should be kept in the IB work sample portfolios.

District Mandated Assessments:

Benchmarks, STAR Assessment

State Mandated Assessments:

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

Professional Development:

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

Communicating the Policy

The Assessment is regularly communicated to all staff members through collaborative dialog during professional learning. The policy is shared with parents and community stakeholders during Parent Academy breakout sessions. Teachers are responsible to communicate 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 four years with all stakeholders

Portfolio Essential Agreements

Developed: August 2016

The Purpose of 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 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:

I.B Learner Profile

- 1) PYP Learner Profile Reflections
- 2) Interest Surveys

Essential Elements: Knowledge, Concepts, Skills, Attitudes Action

- 3) Six student-generated unit reflections (one for each unit of inquiry):
- 4) At least 4 student reflections to an artifact from the unit of inquiry
- 5) Summative Task and rubric for each unit of inquiry
- 6) Includes products or reflections from specials classes
- 7) Include pictures of the scholars
- 8) Student led conference notes
- 9) Teacher Unit of Inquiry Reflection

Portfolio Management Guidelines

- Portfolios should be easily accessible to students.
- Portfolios are intended to be student-managed with teacher guidance.
- When student work is added to the portfolio, new pieces will be placed on top of older pieces.
- 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, 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.] Photos will be taken of large pieces and page protectors will be used to hold small pieces in the portfolio. CDs/DVD may be included to display student work.
- Teachers will provide 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, description of the summative task etc)
- Portfolios will be a vehicle for learning about technology (word processing and working with digital images, audio and video).
- 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.
- Each piece in the portfolio should be labeled with the student's name and grade.

