



Assessment Policy

Cascade Elementary School

Philosophy

At Cascade Elementary School, our mission is to prepare students for Life, College and Careers by providing rigorous, equitable, culturally relevant, and real world learning experiences in order to become fully engaged and realized citizens of the global community. We believe assessments document the learning process, and serve as stepping stones to help prepare our learners to succeed in school and beyond. As such, assessments should be ongoing, authentic, specific, varied, developmental, and feedback driven. Additionally, we recognize the need to honor students in all spaces present in our learning community including self-awareness, relationships, and the physical environment. We encourage students to own their learning through self-assessment and reflection, and use materials and the environment to create pathways to wonder and inquiry. Ultimately, assessments show how students are growing in our learning community, and how we must adjust to best meet the needs of all of our scholars.

Purpose

The purpose of assessment at Cascade Elementary is to monitor student progress, measure academic growth, examine conceptual understandings, and determine next steps for learning. According to the International Baccalaureate's Programme standards and practices, PYP assessment should inform "the learner, learning and teaching, and the learning community." To increase agency and self-efficacy, our assessment process includes students, parents, staff, and administrators. All assessment data is used to drive instruction and improve student learning outcomes.

Principles of Effective Assessments

Students are assessed based on the following principles at Cascade Elementary:

- Determine what students know and understand
- Inform teaching and learning
- Designed to meet different learning styles and needs including:
 - Interrelated
 - Early Intervention
 - ESOL
 - Gifted
- Feedback shared with students, parents, and teacher
- Determine the effectiveness of the program
- Inform professional learning for teachers

Established: August 2018

Revised: April 2022

Types of Assessment

All students at Cascade Elementary are assessed in a variety of ways. Universal screeners are administered three times per year to measure student achievement and growth, in addition to formative and summative assessments throughout units. The assessments include formative and summative assessments, standardized norm-referenced achievement tests, exhibition, pre/post unit tests, performance-based tasks, exit tickets, teacher-made tests and quizzes, as well as standards based assessments related to our literacy programs including Fountas and Pinnell, Lucy Calkins for writing, Foundations (K-3rd) for phonics, and Just Words (4th-5th) for phonics intervention as well as Eureka Math Module Assessments. Additionally, Pre-K students are assessed using the Phonological Awareness Literacy Screening (PALS) three times per year. Access, an English language proficiency assessment, is administered yearly to all K-5th English to Speakers of Other Languages (ESOL) program students to determine English proficiency as well as readiness to exit the ESOL program. The TTCT and the CogAT assessments will be given to all students referred by the school's Gifted Eligibility Team to determine placement in the gifted program. Culminating unit assessments and rubrics for performance-based tasks will be included in the unit planners. Additionally, accommodations for special education and ESOL students are expected to be implemented as appropriate for all assessments.

Assessment Strategies and Tools

Cascade Elementary teachers utilize a variety of assessment strategies and tools. These strategies include teacher questioning, performance-based tasks, individual or collaborative group projects, presentations, running records, observations, exit tickets, checklists, rubrics, progress monitoring, selected response, thinking routines, independent study opportunities, and 5th grade PYP exhibition. Classroom teachers also conference with students to review data, academic progress, and learning goals.

IB Portfolios

Student portfolios will be used to document the learning process and student growth. The purpose will be to provide a location for student work samples, assessment data, and artifacts of the demonstration of learning. Throughout the unit of inquiry, students will select meaningful artifacts to share and reflect on their learning. Teachers will also provide feedback to students, and share with parents.

District and State Requirements

- Benchmark Assessments
- Standardized Assessment (Georgia Milestones)
- Georgia Alternative Assessment 2.0 (SID/PID)
- NWEA Measures of Academic Progress (MAP) assessment [District-wide Universal Screener]
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)

- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ASSESS) English language proficiency assessments [ESOL students]
- TTCT/CogAT (Gifted)

Reports

- MAP Reports
 - Parents - Family Report
 - Teachers - Class Report
 - Student Data Conferences - Student Progress Report
- Report Cards/Progress Report (every 9 weeks)
- Standardized Test Results (Spring)

Conferences

- Student/Parent Data Conferences/goal setting (Fall w/ Teachers & Spring w/ Admin)
- Parent/Teacher conferences scheduled as needed

Responsibility of Stakeholders

All members of the learning community are expected to support implementation of the Assessment Policy.

Assessment Policy Review

The assessment policy at Cascade Elementary School will be reviewed by community stakeholders, staff, school administration, and the IB pedagogical team at least once each year. The IB pedagogical team includes the principal, assistant principal, school business manager, PYP coordinator, instructional coaches, school improvement grade level leaders, and the school counselor. Revisions will be guided by IBO updates and changes to the needs of our community.

Resources

- Beecher Hills Elementary School, *Assessment policy*, 2018
- Bolton Academy, *Assessment policy*, 2018
- International Baccalaureate Organization, *Programme standards and practices*, January 2014 (Revised 2020)
- Primary Years Programme. *PYP Principles into practice*. October 2018
- Toddle Ties Conference 2022
 - Mondrea Mitchell - Assessment Spaces

- Pop-Up Studio Session
- West Manor Elementary School, *Assessment policy*, 2021