
ASSESSMENT POLICY

Continental Colony Elementary School

Atlanta, Georgia



Purpose/Rationale

The purpose of this policy is to define the assessment process that will be practiced at Continental Colony Elementary School. The content of this document applies to all teachers, students, administrators and parent. It is a living document, developed and refined to meet our assessment needs.

Philosophy

At Continental Colony Elementary School a balanced assessment system effectively measures the depth and breadth of student learning. It also produces actionable data for teachers, students, and parents. This assessment process includes assessment of prior knowledge, formative assessments to drive instruction and summative assessments to demonstrate conceptual understanding and are responsive to the needs of all students, including diverse learners and English learners.

Principles of Effective Assessments

Our school uses a variety of approaches to assess the students' understanding of the five essential approaches to learning (social skills, communication skills, thinking skills, research skills, and self-management skills.) The following characteristics describes some of the principles of effective assessments administered at Continental Colony Elementary School:

- ongoing student, teacher, parent, peer and self-assessments and reflections
- inquiry based
- builds on previous knowledge
- connected to the IB Learner Profile
- connected to the Central Idea of the unit of inquiry
- connected to the concepts and the lines of inquiry of the unit
- meaningful and relevant to the learner
- age and grade appropriate
- clear and concise
- supports the understanding of concepts
- without cultural, racial, gender, ethnic or religious bias
- provides timely and relevant feedback
- supports the Georgia Standards of Excellence (GSE)
- diverse and varied to meet a variety of learning styles and interests including, but not limited to:
 - Gifted and Talented (G/T)
 - Students with Individualized Education Plans (IEP)
 - Students with Response to Intervention (RTI) Plan
 - English Language Learner (ELL)- Individual Assessment Plan
 - Students with Early Intervention Plan (EIP)

Assessment Practices

The ways in which we practice assessments will lead to effective assessments for our students. These practices lead to significant feedback for students, teachers, parents, administrators and all other stakeholders, for the purpose of improving the performance and the understanding of concepts and content. Effective assessment practices include:

- collaborative planning to develop assessment tools, analyze data and reflect on strategies

- assessment of students' prior knowledge
- formative assessments
- summative assessments that also assess the central idea
- gathering evidence to draw sound conclusions for planning instruction
- criteria for the learning tasks are clear and known in advance by students, teachers and parents
- monitoring and assessing progress in the development of key components of the IB/PYP curriculum: knowledge, key concepts, and skills.
- creating opportunities for students to demonstrate their understanding of the Central Idea in a variety of ways that are interest based, as well as appropriate for various learning styles and abilities
- a variety of assessment tools are used and selected according to the task to be assessed
- assessments allow for different perspectives
- student progress is assessed in the unit of inquiry, as well as the individual subjects
- grade level grading policies are established for the purpose of consistency
- student-led conferences are practiced to best prepare students for success
- celebrate and support student learning

Types of Assessments

At Continental Colony Elementary School, we use a combination of formative and summative assessment as outlined below:

- **Formative Assessments**

These assessments are ongoing throughout the learning process for the purpose of identifying prior knowledge and informing teachers what the students have learned in order to plan for the next stage of learning.

- strategies to gather information about students' learning
 - observations – These observations should be done daily, with the teacher taking notes on how students work independently and in groups.
 - open-ended tasks – The students respond with an original response that demonstrates an understanding of what is being assessed.

- selected responses – multiple choice, fill-in the items, true-false, matching, short answers
 - self-and peer assessment- increase student responsibility and autonomy and to strive for a more advanced and deeper understanding of the subject matter, skills and processes.
 - bi-weekly common assessments- use data to provide immediate feedback and support to students in order to ensure student learning and academic progress
 - Socratic Seminars and Philosophical Chairs (3-5)
- District/standard mandated formative assessments – measure the students’ progress toward meeting the state standards
 - STAR assessments – Kindergarten – grade 5
 - Georgia Kindergarten Inventory of Developing Skills (GKIDS)
 - GKIDS Readiness Check
 - Fountas and Pinnell (F&P)
 - Informal Diagnostic Inventory (IDI)
 - District Benchmarks- Phoenix Assessments, Kindergarten – grade 5
 - IB Unit Summative Assessments
 - I-Ready

Summative Assessments

These assessments take place at the end of each teaching and learning process and allow students to demonstrate what they have learned.

- performance assessments – Students are able to apply what they have learned to an authentic task.
- reflections – Students reflect on what they have learned at the end of a unit.
- State/district required standardized tests
 - Georgia Milestones End of Grade Assessment (GMAS)

- WIDA- The program for English language learners is designed to improve the education of English language learners by assisting them in learning English and in meeting state content standards. The state of Georgia joined the World Class Instructional Design and Assessment (WIDA) Consortium that provides several assessments which measure students' academic English language in four language domains: Listening, Speaking, Reading, and Writing.

The content of the assessments align with the five WIDA ELD Standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Assessment Tools

Instruments used to collect data:

- checklists- lists information that should be present in students' work or performance
- rubrics- an established set of criteria for rating students in all areas
- exemplars – samples of students' work that exemplifies the standard of expected work products
- anecdotal records – written notes on the observations of student work
- continuums – representations of the progress students achieve over the expected developmental stages of learning
- standardized assessments
- weekly common assessments
- constructed responses
- open ended tasks
- performance tasks
- goal setting conferences
- student and teacher conferences

Documentation

Portfolios

The purpose of a student portfolio is to provide samples of student learning and growth. The portfolio will serve as a tool for student-led conferences, as well as parent/teacher conferences and student/teacher conferences. The portfolio should serve as an example of student progress toward their learning goals. It will also include students' reflections of the learner profile. It should encourage students to take responsibility and pride in their learning and be able to communicate this to their parents, teachers and others.

Reports (Written)

All written reports should be clear and readily understood by parents and other stakeholders. They should include development of academic as well as non-academic learning. Each report is followed by opportunities for discussion between student, parents and teacher.

- weekly parent communication folder
- district progress reports every nine weeks, which include report cards/learner profile reports every quarter
- parent information report on each upcoming transdisciplinary unit of inquiry and the subject-specific teaching planned – all essential elements are included
- standardized test results

Conferences

- student-teacher – can take place as needed during the day or after school
- teacher-parent – scheduled by parent or teacher when needed
- student-led – scheduled once a year, with students prepared to discuss their learning with parents and/or staff members

- three-way (student, parent, teacher) can take place as needed during the day or after school
- goal setting/growth plans – a plan designed with student to improve student performance. This will occur twice a year with students, teachers, administration, and Parent Liaison.

Fifth Grade Exhibition

Exhibition will begin after authorization and will occur every year after that.

Plan for Implementation and Review

Continental Colony Elementary School Assessment Committee members include the IB/PYP Pedagogical Leadership Team members, one representative from each of the grade level and specialist teams and parents of students. The assessment policy will be communicated with parents by the teachers and administrators. The policy will be posted on the school website for parents and community access, and distributed to all staff members at the school site. The implementation of this policy will be evaluated by the IB Pedagogical Leadership Team during classroom observations, parent/student /teacher conferences and school presentations.

Continental Colony Elementary School Assessment Policy will be effective April, 2019. It will be reviewed in August, 2020, or as needed by the assessment committee.

Bibliography

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