

PARKSIDE ELEMENTARY SCHOOL ASSESSMENT POLICY



Philosophy

Assessment is integral to all teaching and learning. The prime objective of assessment in the Primary Years Programme (PYP) is to provide feedback on the learning process. Assessment is a continuous process that involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009).

At Parkside, we believe that assessment provides information through its diagnostic, formative, and summative components. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, families, teachers and community. Instructional and curricular decision making is driven by our assessments.

Purpose of Assessment

The purpose of assessment is to inform and involve students, parents, teachers, and administrators. It is the key to planning, teaching and learning. Effective assessments allow for our students to be active participants in the learning process working through their learning goals. Students reflect upon their learning and demonstrate their understanding. Our teachers are able to facilitate their instruction and to communicate progress with students and families. Parents can see evidence of their child's learning and development, while supporting and celebrating their child's learning. Lastly, our administrators are able to build a sense of community within the school and communicate the school's progress.

Types of Assessment

At Parkside, there is a balance between formative and summative assessments. We also use diagnostic assessments, prior to teaching, which helps teachers and students find out what the students already know and can do. Parents are able to see evidence of their child's learning and development, while supporting and celebrating their child's learning. Administrators are able to build a sense of community within the school and communicate the school's progress. All students are required to take a variety of assessments pre- kindergarten through fifth grade.

Formative Assessments

Teachers will use multiple forms of formative assessments which may include, but not limited to: homework, classwork, exit slips, student observations, questioning, performance tasks, graphic organizers, journals, projects and quizzes.

Formative assessment is a part of the learning process and is used to provide timely feedback to master necessary skills and concepts in preparation for the summative assessment task. Formative assessments allow teachers to gauge student progress toward meeting the IB standards.

Summative Assessments

Teachers will use a variety of summative assessment tasks which may include tests, essays, presentations and a variety of projects. Our district requires quarterly and yearly assessments which include district benchmarks, Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS), Georgia Kindergarten Inventory of Developing Skills (GKIDS), Georgia Milestones Assessment System (GMAS), and National Assessment of Educational Progress (NAEP).

Diagnostic Assessments

Teachers use diagnostic assessments such as Benchmark Assessment System (BAS) and Renaissance Star Assessments to view the progression of our students' growth.

Assessment of the Essential Elements of the PYP

Parkside teachers strive to provide multiple opportunities for our students to construct

meaningful learning primarily through structured inquiry. This is accomplished by emphasizing the connections between knowledge and the six transdisciplinary themes. The key concepts, attitudes, and transdisciplinary skills are built into each unit of inquiry in order to make sure that students are given opportunities to interact with them. Assessments administered at Parkside may include, but are not limited to the following in each grade level::

Assessment Practices

- Exit Tickets
- Observations
- Performance Assessments
- Student Reflections
- Tests/Quizzes

School-Wide Assessment Tools

- Anecdotal Records
- Checklists
- Exemplars
- Exhibitions
- Journals
- Observations
- Open-ended/Constructed Responses
- Performances
- Presentations
- Progress Monitoring
- Projects
- Rubrics

5th grade exhibition

The 5th grade exhibition is undertaken by Parkside students in their final year of the PYP program. The exhibition includes application of all key concepts, transdisciplinary skills, display of all attitudes, and engaging in an action plan. This is also an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme (PYP)..

Providing Feedback

As a part of providing students opportunities to demonstrate a conceptual understanding, teachers will provide feedback centered toward the learning goal and/or objective. Students can complete self-assessments and peer assessments. Teachers can also provide one-on-one conferences with students and/parents or caregivers. Parents/caregivers are given the opportunities to conference with teachers for additional feedback, as well.

Assessment Review

As a staff, we will review our assessment agreement and policy every year. The assessment policy is reviewed twice yearly-once in the fall and once in the spring. It is presented in the fall for staff, community, and parents in many ways. It is presented in the spring for feedback and input from all stakeholders previously mentioned in various ways. The school leadership team considers stakeholder input and revises the policy as appropriate. The assessment policy is located in the media center and on our school's website.

Resources

IBO, 2009, *Making the PYP Happen*