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**FICKETT ELEMENTARY SCHOOL**  
**PRIMARY YEARS PROGRAMME CANDIDATE SCHOOL**

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Fickett Elementary Mission Statement

In a safe and nurturing environment, with collaboration of all stakeholders, we will provide all students with a quality, rigorous curriculum that develops curious, experienced, and compassionate learners that think positively and globally.

Fickett Elementary Vision

A school of excellence that empowers students to become curious, considerate, lifelong learners who are internationally minded and college and career ready.

**ASSESSMENT POLICY**

Our goal at Fickett is to guide students through the five essential elements of learning: understanding concepts, acquiring knowledge, mastering skills, developing attitudes, and taking responsible action.

**Purpose of Assessments**

- (a) provide a clear conceptualization of intended student learning outcomes
- (b) provide a description of how these outcomes are assessed and measured
- (c) provide a description of results obtained from these measures
- (d) provide a description of how these results validate current practices or point to changes needed to improve student learning.

**Characteristics of Effective Assessments at Fickett**

- Identifies criteria/materials to be addressed in advance (scope/sequence)
- Allows children to synthesize and apply their learning
- Promotes student reflection and self-evaluation
- Focuses on the production of quality products or performances
- Highlights children's strengths and allows them to demonstrate mastery and expertise
- Allows children to express different points of view and interpretations
- Provides feedback regarding every stage of the learning/teaching cycle
- Based on student needs, interests and learning styles (student-driven)
- Involves collaboration between students and teachers
- Produces evidence of student growth and learning that can be clearly reported

and understood by children, parents, teachers and administrators

- Begins with the end results in mind (backwards design - what students should be able to know or do by the end of a learning unit, lesson or process)

### **Who is involved in assessment?**

Teachers, students, parents, administrators and the community are involved in order for the assessment process to be effective.

### **What do we assess at Fickett?**

- Understanding of concepts (big ideas that transcend within and across subject areas)
- Mastery of the OWL Curriculum (PK) and Georgia Standards of Excellence in all content areas (K-5)
- Development/demonstration of International Baccalaureate Attitudes
- Demonstration of the attributes of the IB Learner Profile

### **Types of Assessments**

- **Diagnostic/Pre-assessments**  
Assessments administered prior to teaching helps teachers and students find out what students already know (STAR Reading and Math, STAR Early Literacy, GKIDS Readiness and District Benchmarks)
- **Formative Assessments** are interwoven with daily learning and helps teachers and students find out what children already know, understand, and can do in order to plan for further student learning. Teachers use various assessment tools to keep records of student progress.
- **Summative Assessments** takes place at the end of a unit or learning cycle and allows students, teachers, and parents to evaluate progress over a period of time.

#### **State Assessments include:**

- ***Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)*** measures English learners' social and academic proficiency in English
- ***Georgia Alternative Assessment (GAA2.0)*** is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.
- ***Georgia Kindergarten Inventory of Developing Skills (GKIDS)***  
Ongoing diagnostic information about kindergarten students' developing skills in English Language Arts, Math, Science, and Social Studies, Personal/Social Development, and Approaches to Learning.

- **Georgia Milestones (GMAS)** Measures how well students are mastering the state adopted content standards in core areas of language arts, mathematics, science, and social studies (grades 3-5)
- **National Assessment of Educational Progress (NAEP)** The Nation's Report Card, an overall picture of what students know and can do (grade 4)
  
- **Assessment of the Essential Elements of the Primary Years Program**  
The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner of each unit.
  - Knowledge - What students should know
  - Skills - What students should demonstrate
  - Concepts - What students should understand
  - Attitudes - Expression of feelings and beliefs
  - Actions - Taking action
  
- **5<sup>th</sup> Grade Exhibition**  
The Exhibition is a requirement for 5th grade. The students will present their own collaborative transdisciplinary unit of inquiry that showcases the five essential elements of the PYP (knowledge, skills, concepts, attitudes, actions, and attitudes). Students are engaged in identifying, investigating and offering solutions to real-life issues or problems."

### **How do teachers record student progress?**

Infinite Campus grading system is used to record student's performance on the following:

- Classwork
- Homework
- Projects
- Performance Tasks
- Test
- Quizzes

IB Units of Study will be stored on Google Drive  
Student Portfolios  
Self-Assessments  
Rubrics

### **How is student growth reported to parents and students?**

- Report cards (four times per year)
- IB learner profile reflection form (four times per year as they are a part of the district's report card )
- Parent-Teacher, Teacher-Student and Parent-Teacher-Student conferences

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(held throughout the year and as frequently as needed)

- Unit of Inquiry progress reports (sent home after each unit of inquiry)
- Teacher Communication with parents via notes home, phone calls and Class Dojo