



# **MILES ELEMENTARY ASSESSMENT POLICY**

**Est. 2021-2022**

## **Miles Elementary School Mission Statement**

Miles Elementary will provide a safe and nurturing environment that promotes academic success, models life-long learning and prepares learners to become active globally compassionate and open-minded citizens.

## **Philosophy**

At Miles Elementary, 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. On a school-wide scale, assessment provides the Pedagogical Leadership Team with meaningful data to better align the practices of the building with the needs of our students. At Miles Elementary, we practice two broad categories of assessments: formative and summative assessments.

Formative assessments provide quick and relevant feedback regarding progress over a particular concept or skill. These assessments are informal and are used to provide information to the instructor regarding how to proceed with instruction.

Summative assessments measure a student's understanding over a more extended period. These assessments are typically more formal and given at the end of a learning progression unit, semester, or schoolyear.

## **Purpose**

The purpose of the Miles Elementary assessment policy is to:

- Create a sense of educational ownership amongst students
- Define the purpose of assessment at Miles Elementary
- Inform parents and stakeholders of the assessment process and purpose
- Enable teachers and the pedagogical leadership team to better serve students through assessment data

## **Types of Assessment**

At Miles Elementary, we practice two major types of assessments as outlined below:

### **Formative Assessment**

Formative assessments are used to guide teacher instruction and planning, set goals for learning for both teachers and students, check for understanding throughout the

learning progression, provide a low stakes environment for students to show their understanding and/or misconceptions, allow teachers to provide immediate feedback regarding misconceptions so these do not increase, and give students and teachers space to reflect upon their own teaching and learning practices.

### **Summative Assessment**

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.

### **Assessment Practices at Miles Elementary**

Miles Elementary practices assessments through a variety of ways. Effective assessment practices at Miles Elementary include:

- Formative assessment (each line of inquiry)
- Summative assessment (for each Unit of Inquiry)
- Aggressive monitoring of skill achievement and progression – this includes frequent anecdotal notes written over a period of time
- Common summative assessments
- Formative assessments are used daily to guide instruction
- Assessment of student's prior knowledge
- Providing multiple assessment opportunities in order to promote success and achievement
- Allowing students choice when it comes to displaying their knowledge
- Students receive feedback promptly and directly
- Using assessment data to guide instruction
- Create opportunities for productive struggle
- Providing clear and direct expectations for assessments in order to ensure success
- Coming together as grade level teams to create congruence and rigor among expectations
- Challenging inquiry into how things learned in school apply to real world situations
- Sustainable assessments – these are part of the school routine and do not interrupt the daily learning occurring
- Assessments are scored based on transparent, fair, and clearly stated rubrics

### **Assessment Strategies and Tools**

A multitude of strategies and tools are utilized in order to assess students formally and informally. These strategies and tools provide teachers and staff with a variety of data in order to ensure instruction is efficient, rigorous, targeted and explicit.

## **Assessment Strategies**

- Reflections
- Peer and Self-Assessment
- Observations and Aggressive Monitoring Checklists
- Running Records
- Writing Assignments
- Open-ended and Performance Tasks
- Quality and Strategic Questioning
- Selected Response Questions
- Reflections

## **Assessment Tools**

- Rubrics
- Anecdotal Records/Notes
- Checklists
- Standardized Tests
- Benchmark Assessments
- Reflections

## **Documentation**

### ***Portfolios***

#### **Classroom Student Portfolio:**

The purpose of a student portfolio is to provide samples of student learning and growth. Each teacher is responsible for developing a student portfolio for each child. The student portfolio is to encompass evidence of the Georgia Standards of Excellence taught. Each student should have a Reading/Writing, Mathematics and Science/Social Studies Portfolio. These portfolios provide data and documentation for SST/RTI process and parent meetings.

#### **IB (International Baccalaureate) Portfolio:**

Upon authorization from the International Baccalaureate Organization the Miles Elementary IB Implementation Team will implement the following assessment policy to accommodate the requirements for IB:

Student IB portfolios will contain evidence of student learning and growth over a period. Students will select a collection of their work that demonstrates their growth as an IB student. Teachers will conduct informal conferences at the end of each unit to allow students to share and reflect on their learning. In the Spring, Miles Elementary will host a student led IB portfolio conference. The students will share their learning experiences

from the entire school year including their personal reflections on the Units of Inquiry, Learner Profile Attributes and Approaches to Learning Skills.

### **District and State Requirements**

- Georgia Milestones End of Grade Assessment
- Benchmark Assessments

### **Assessment Feedback**

At Miles Elementary, we are committed to providing feedback to all stakeholders regarding assessment results. Formative and Summative Assessment results will be sent home in weekly communication folders as well as uploaded weekly into Infinite Campus. Via the parent portal, you can access these scores at any time. Communication regarding assessments and progress will also be relayed through parent teacher conferences. No matter the method of communication, we strive for all assessment reports to be:

- Clear and concise
- Timely
- Relevant
- Easy to access
- Related to both academic and non-academic areas
- Reported with clear rubrics and expectations

### **Plan for Implementation and Policy Review**

As assessment research and our practices change, we will continue to review our policies and practices each year. The Miles Elementary Assessment policy will be reviewed annually. This review will include input from all stakeholders including parents, community members, and staff. Changes over time to this policy will be documented and stored.