



1. Philosophy

At Burgess-Peterson Academy (BPA) we believe that assessment provides the basis of informed teaching, helping students to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also how students understand what they have achieved and what they need to work on. Assessments should be authentic, valid, and fair. They should measure the mastery of skills, concepts, and content that students have learned.

2. Purpose

The purpose of this policy is:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of students' goals
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each student
- To enable the active involvement of students in their learning
- To enable teachers and other professionals to use assessment judgments to plan work that accurately reflects the needs of individual students
- To provide regular information for parents that enables them to support their child's learning
- To provide information that allows school leaders to make judgments about the effectiveness of the school and to evaluate the school's performance against its previous attainment over time and against national standards

3. Types of Assessment

At Burgess-Peterson Academy, we use a combination of formative and summative assessment as outlined below:

Formative Assessment

Formative assessment is a powerful way of raising students' achievement. Formative assessments create a positive learning environment where children can see the steps necessary for their success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. It is based on the principle that students will improve most if they understand the aim of their learning and are constantly aware of their progress.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be utilized
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment

Summative assessment is important for informing parents and teachers of a child's attainment and progress. This will also inform the whole school target setting and prediction of future attainment.



Summative assessments are important for accurate information regarding a child's attainment and progress. Summative assessments evaluate student learning, skill acquisition, and academic achievement after a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Summative assessments are used to:

- identify attainment through standardized tests at any given point in time
- record performance in a specific area on a specific date
- provide age-standardized information
- provide end of key stage test data against which the school will be judged
- provide information about areas of strength and weakness to build from in the future

4. How We Assess

Practices:

Effective assessment practices include:

- assessment of students' prior knowledge
- formative assessment tasks
- summative assessment tasks
- transparency—criteria for learning tasks are clear and known in advance by students, teachers, and parents (rubrics, etc.)
- utilizing a range of assessment tools
- expression of different points of view and interpretations
- monitoring and assessing student progress in the five essential elements—skills, attitudes, concepts, knowledge, and student-initiated action
- monitoring and assessing student progress with the Learner Profile including student self- and peer-assessment
- creating rich tasks that cater to a variety of learning styles, multiple intelligences, and differing abilities (differentiated products and performances)
- gathering evidence from which sound conclusions can be drawn
- ensuring student progress and performance are assessed in both the subject domains and the units of inquiry
- creating grade-level grading policies to ensure consistency
- documentation of student success, growth, ability and creativity through methods such as use of student portfolios
- providing opportunities to support and celebrate student learning
- utilizing collaborative planning to build tools, reflect on implemented strategies, and share and analyze data

Strategies:

- observations
- performance assessments
- selected responses (These might include multiple choice, true: false, matching, short answer, fill-in items.)
- open-ended tasks
- reflections
- self- and peer-assessment



Tools:

- rubrics—criteria and range
- checklists—criteria
- anecdotal records
- standardized tests
- benchmarks
- grade level common assessments
- student portfolios

5. Reporting—feedback on student progress

Burgess-Peterson Academy provides meaningful feedback consistently to students, parents, and community members via student and parent conferences, midterm progress reports, quarterly report cards, and sharing overall school assessment data on year-end state assessments.

Reports will:

- be timely (Weekly Updates in Infinite Campus)
- be provided every 4 ½ and 9 weeks (Quarter 1 and 3 Parent Conferences)
- deal with academic and non-academic learning
- be in plain language to be readily understood by parents and guardians
- be followed by an opportunity for discussion between the child, parents/guardians, and teacher

6. Rights and Responsibilities

All members of the BPA learning community, including students, parents, teachers, and instructional leaders, have the right to be informed of the expectations and process of assessment at BPA. Continuous reporting and feedback will take place during conferences and/or meetings between teachers-parents, teachers-students, instructional leaders-teachers, and instructional leaders-parents to ensure awareness of student progress. By engaging this way, parents will have the responsibility of seeking an understanding of their student(s)' progress and areas of support. This will allow for students to be accountable for their progress as well.

The following BPA learning community members will be responsible for communicating and implementing the policy and ensuring that assessments are fair and valid:

BPA Instructional Faculty & Staff
BPA Testing Coordinator
BPA Secondary Testing Coordinator
MTSS Specialist
IB Instructional Coach
Literacy Instructional Coach
Math Instructional Coach

7. Review

This policy is subject to annual review under the direction of the PYP coordinator and the BPA Pedagogical Leadership Team. Adjustments will be made based on changes and improvements to lessons, curriculum, district, and state initiatives. The team will also review the policy to make sure it remains in alignment with the IB philosophy and guidelines.

**Appendix 1: School Assessment Schedule**

Content Focus	ASSESSMENT	FREQUENCY
Reading	NWEA MAP Growth-Reading	FALL, WINTER, SPRING
	NWEA MAP Fluency	FALL, WINTER, SPRING
	DIBELS-Grades K-2 & CORE Phonics Inventory	FALL, WINTER, SPRING
	GA Milestones Grades 3-5	SPRING
Writing	NAEP (4 th Grade Only)	WINTER
	GA Milestones Grades 3-5	SPRING
	Write Score-Grades 3-5	FALL, WINTER, SPRING
Math	NWEA MAP Growth-Math	FALL, WINTER, SPRING
	GA Milestones Grades 3-5	SPRING
	Formative Math Assessments	THROUGHOUT EACH MODULE: MID AND END
	Reflex Math Fluency Platform	CONTINUOUSLY THROUGHOUT THE SCHOOL YEAR
Social Studies	Units of Inquiry Summative Assessments	CONTINUOUSLY THROUGHOUT THE SCHOOL YEAR
	Grade Level Benchmark Assessments	CONTINUOUSLY THROUGHOUT THE SCHOOL YEAR
Science	Units of Inquiry Summative Assessments	CONTINUOUSLY THROUGHOUT THE SCHOOL YEAR
	Grade Level Benchmark Assessments	CONTINUOUSLY THROUGHOUT THE SCHOOL YEAR
	GA Milestones--Grade 5 Only	SPRING
Intervention	Houghton Mifflin Harcourt-Reading & Phonics Inventory	FALL, WINTER, SPRING
	Houghton Mifflin Harcourt-Do the Math Module Assessments	AT THE END OF EACH MODULE
Other	Kindergarten: GKids-State of Georgia Kindergarten Readiness Assessment	FALL, WINTER, SPRING
	Low Incidence Special Education Units: Georgia Alternative Assessment (GAA)	SPRING