

### Philosophy and Principles of Assessment

Assessment makes a meaningful contribution to the fulfillment of the objectives of St. Francis of Assisi Elementary as summarized in its mission statement:

*In the spirit of St. Francis of Assisi, we are an inclusive school community that attentively nurtures love, understanding, faith, knowledge, and individuality.*

Assessment drives not only the evaluation of the learner, but also the direction, adjustment, and redirection of curriculum planning and instruction. It allows students, teachers, and parents to monitor student learning with regards to their individual development. All aspects of education as embodied in the IB learner profile must be evaluated and monitored to provide students and teachers with evidence of the progress being made towards attaining the goals of the whole program. Assessment supports setting personalized learning targets and helps each student reach their full potential. It leads to a clear understanding of the progress made by the learner and facilitates effective teaching practices based on the needs of the students. Assessment informs curriculum planning, teaching, self-reflecting, and collaborating in a curriculum designed to deliver all aspects of the IB learner profile. In addition to encouraging the Learner Profile Traits, an assessment must also be personal if it is to be applicable and practical. Unless an assessment is capable of providing consistent feedback on the following parameters, it is not adequate to the evaluation of the program.

#### Goals of Assessment

- To provide feedback for students and teachers for continued learning
- To inform parents of student progress towards a set of standards or criteria
- To use data to inform, enhance, and improve instruction
- To develop global thinkers by creating assessments set in a variety of historic, cultural, scientific, or linguistic contexts
- To encourage students to reflect on their own learning
- To monitor progress and determine the level of understanding
- To identify areas for growth
- To determine needs for differentiation of instruction

#### Principles of Assessment

- Assessment is an ongoing part of the learning process
- Teachers pre-assess students' knowledge and experience
- There is a balance between types of assessments

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- Students are allowed multiple opportunities to share their learning and understanding with others
- Assessments align with course learning outcomes, state standards, and MYP objectives
- Clear criteria are known and understood in advance of assessment
- Assessment feedback is provided for students' future learning
- Involves collaboration between students and teachers
- Opportunities for self-assessment and reflection are provided
- Assessments are differentiated and modifications are made when necessary to meet the needs of all students
- Curriculum and assessment reflect the intercultural aspects of MYP
- Teachers of the same course use common assessments
- Reporting to parents is ongoing

### **Assessment Practices and Methods**

- Diagnostic/Pre-assessment
- Formative Assessment
- Summative Assessment
- Standardized Assessments
- Assessment, evaluation methods, and expectations are discussed with students
- Teachers participate collaboratively in the planning, development, and standardization of assessments
- Teachers design authentic assessments that allow students to apply knowledge and skills to real-life situations
- Whenever possible, assessments allow for choice and differentiation
- Assessments align with course learning outcomes, state standards, and the Essential Elements of the PYP or MYP

### **Assessment Measures**

#### PYP

Teachers use a variety of grading tools to provide clear and frequent feedback, including but not limited to:

- Rubrics
- Checklists
- Anecdotal notes/observational notes
- Continuums

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- Standards-based grading
- Work samples
- Running records
- Individualized Education Plan (IEP) progress toward goals

### MYP

Depending on the type of assessment, teachers may use a variety of measures to evaluate student success, including:

- Anecdotal notes/observational notes
- Standards-based grading
- Work samples
- Running records
- Individualized Education Plan (IEP) progress toward goals
- Percent correct
- Other numerical value such as point allocation
- Checklist
- Rubric (teacher-created, class-created, and IB/MYP rubrics) which are clarified in student-friendly language

For Years 1-3, teachers will assess each subject area objective at least twice a year utilizing an IB/MYP rubric. The assessment criteria vary for each of the eight disciplines.

<b>Subject Area</b>	<b>Assessment Criteria</b>
<b>Individuals and Societies</b>	A. Knowing and understanding B. Investigating C. Communicating D. Thinking critically
<b>Mathematics</b>	A. Knowing and understanding B. Investigating patterns C. Communicating D. Applying mathematics to real-life contexts
<b>Physical Education</b>	A. Knowing and understanding B. Planning for performance

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	C. Applying and performing D. Reflecting and improving performance
<b>Science</b>	A. Knowing and understanding B. Inquiring and designing C. Processing and evaluating D. Reflecting on the impacts of science
<b>Design</b> (Technology)	A. Inquiring and analyzing B. Developing ideas C. Creating the solution D. Evaluating
<b>MYP Projects</b>	A. Investigating B. Planning C. Taking action D. Reflecting
<b>Interdisciplinary</b>	A. Disciplinary grounding B. Synthesizing C. Communicating D. Reflecting

### Pre-Assessment

- Assists teachers in planning learning activities
- Activates prior knowledge
- Stimulates engagement

### Formative Assessment

Formative assessment provides feedback to the teacher and student for the purpose of monitoring learning, understanding, and improving instruction. Formative assessment is all classroom-based and may include any number of strategies including:

- Exit Slips
- Observations
- Group work and collaboration
- Play based interactions (PYP)
- ESGI (TK)
- Quizzes
- Self-reflection
- Homework

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- Labs
- Role-playing
- Scaffolded note-taking with a questioning component.
- Reciprocal Teaching
- “Checking for Understanding” strategies: partner/group talk, use of whiteboards, electronic individual answering systems, reader response journals, etc.
- Re-Teaching
- Conferencing
- Journaling
- STAR Testing
- Accelerated Reader

### **Assessment in the classroom involves teachers:**

- Identifying learning-specific objectives in advance of teaching
- Using representative samples of students’ work or performance to provide information about student learning
- Collecting evidence of students’ understanding and thinking
- Documenting the learning processes of groups and individuals
- Developing oral and aural assessments for the classroom
- Identifying exemplary student work
- Keeping qualitative as well as quantitative records of test/task results.
- Reflecting on the efficacy of lessons

### **Assessment in the classroom involves learners:**

- Reflecting on their learning
- Communicating their learning to teachers and peers
- Evaluating work produced by themselves and by others with known rubrics
- Sharing their learning and understanding with others
- Using a variety of styles and abilities to demonstrate their learning
- Analyzing their learning and understanding; what needs to be improved

For evaluative feedback to be possible, an atmosphere of trust and cooperation must be established across the academic community. Without such an atmosphere, evaluation can be experienced as destructive rather than constructive, and, conversely, poor relationships can inhibit effective communication of information about what needs improvement. To be effective, a formative assessment must, therefore, take place in an environment which is single-mindedly dedicated to being positive and supportive.

## **Summative Assessment**

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Summative assessment is undertaken at the end of a unit or topic and aims to give teachers, students, and parents a clear insight into students' understanding and achievement level on given objectives. Summative assessment marks the culmination of the teaching and learning process. The summative assessment allows students an opportunity to demonstrate the breadth of their knowledge, as well as a chance for students to reach a more complete understanding of the key concepts and their related topics.

Summative assessment can, and usually should, assess several elements of learning simultaneously in order to inform and lead students to improve their integrative and trans-disciplinary learning skills; it measures understanding of significant ideas and encourages students to undertake action. Results offer teachers an opportunity to reevaluate whether students are ready to move forward and to what degree they have mastered the material.

### **Examples of Summative Assessment**

- Portfolios
- Project work, including individual and group work
- Presentations
- Written Responses
- Labs
- Exams
- Performances/Dialogues in second languages
- Surveys

### **Formative Assessment**

Formative assessment is an assessment for learning and is on-going throughout the teaching and learning process. It provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do and how well they are learning new knowledge and skills. Formative assessment and teaching are directly linked and function purposefully together to direct and shape curriculum planning. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize criteria for success. Students will grow to engage in self- and peer-assessment opportunities to develop the confidence needed if they are to be stewards of their own learning.

### **What is Assessed?**

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- Progress and performance in subject areas according to the Common Core State Standards
- Progress toward MYP subject group objectives and criteria
- Conceptual understanding of central ideas
- Transdisciplinary skills
- ATL skills
- Conduct and Effort
- Learner Profile attributes (self-assessment/reflection)
- Student Learning Expectations (self-assessment)

### Reporting and Sharing of Progress

Educational progress is reported to students, families, staff, and the community. Progress is reported in the following ways:

- Formal Parent-Teacher conferences are offered in September each year. This early conference is an opportunity for parents and teachers to discuss student strengths and weaknesses and to help set individual goals for the year.
- Student progress is accessible anytime online through FACTS & ManageBac (future program)
- Trimester Report Cards
- STAR Performance scores (Grades 1-8)
- Informal conferences via telephone, e-mail, and face to face are held when deemed necessary by either the parent or teacher.
- SST and IEP meetings
- Managebac reports on IB criteria

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