

Lincoln Elementary Assessment Policy—2013-2014

Mission Statement:

The Lincoln Elementary School community will enhance, enrich, and broaden the education of every student through local and global awareness. We will work together to develop high achieving life-long learners who welcome others and their differences.

Vision Statement:

Adrian Public Schools is a district where students, parents, educators, and our community collaborate in providing a dynamic, relevant, and rigorous global curriculum in a safe environment that fosters imagination, problem-solving, and innovation to create a better world... one child at a time.

Lincoln will provide meaningful learning for every student, every day. As we move toward an International Baccalaureate program*, the Lincoln community will be inquiring, knowledgeable and caring people who work together to create a better and more peaceful world through intercultural understanding and respect. By incorporating inquiry based instruction, we will support our children physically, intellectually, emotionally and ethically to become productive world citizens.

*Lincoln Elementary School is a candidate school for the Primary Years Programme. This school is pursuing authorization as an IB World School. Only schools authorized by the IB organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme. Candidate status gives no guarantee that authorization will be granted.

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For further information about the IB and its programmes, visit <http://www.ibo.org>.

Belief Statements:

We are committed to living the IB Learner Profile and demonstrating the PYP attitudes.

We are committed to collaborating with all stakeholders to ensure the development of the whole child.

We are committed to empowering self-motivated learners.

We are committed to monitoring student progress and helping children achieve success with state standards.

Purpose of Assessment

The primary purpose of assessment and evaluation at Lincoln Elementary School is to improve student learning. Assessment informs teachers of what their students know, if the students understand what has been taught, and what topics need to be re-taught to students. Teachers also use assessment data to determine how to best meet students' needs. Assessment also informs students' self-efficacy. Students can use his/her assessment data to discover where his/her strengths and weaknesses are and to set goals for future learning. Finally, assessment can be used to communicate with parents.

Principles of Assessment

Principles of assessments are varied in type, and there are different purposes for assessments. At Lincoln Elementary, we believe that regardless of the purpose, there are shared characteristics of high quality assessments. These characteristics include:

- assessment is ongoing; it does not happen just at the end of learning.
- teachers give students many opportunities to show their understanding.
- assessments are differentiated.
- assessment results inform teachers, students, and guide instructional decisions.
- assessments are both formative and summative
- assessments are based on a clear set of criteria
- assessments are relevant and appropriate; they assess knowledge, skills and/or attitudes
- assessments are fair and equitable for learners of all backgrounds and cultures.
- assessments extend and broaden international mindedness
- teachers give students timely feedback
- assessment results are easily understood by others
- modifications are made when necessary

**We believe in using varied assessment tools in all grade levels.
For example:**

- standardized assessments
- rubrics
- checklists
- anecdotal notes
- summative assessments
- formative assessments
- writing samples
- self-assessments
- response journals
- exemplars
- pre and post assessments

Practices

Assessment is used to support student learning and encourage student success. It is integrated regularly with instruction. Teachers use the results to better their teaching practices based on student needs.

Practices common to all programs

1. Formative assessment is an integral part of instruction. Practices related to formative assessment include:

- a. Giving students frequent descriptive feedback on formative tasks.
- b. Giving students feedback that aims to improve performance.
- c. Giving students feedback that provides an incentive for improvement.

2. Summative assessments are used as the basis for determining the understanding of standards and/or learning goals. Practices related to summative assessment include:

- a. Gathering information via benchmark assessments to reflect on teaching practices.
 - b. Opportunities for students to demonstrate what they have learned by applying what they have learned in an authentic context.
3. Reporting of student achievement occurs formally multiple times throughout the year as reflected below.
- a. Two verbal reports at Parent-Teacher Conferences in November and March.
 - b. Three written reports in November, March and June (trimester report cards) for grades Young 5's-4th. The preschool completes 2 written reports to coincide with the conferences.

Tools for Assessment

National

- NWEA

State

- MEAP

District

- Math Assessments
- BCMS Science Assessments
- DIBELS

Building

- Writing Assessments

- c. Some Lincoln teachers will pilot student led conference in March 2014 to explore the effectiveness of such conference design.
- d. Six end of units of inquiry progress monitoring updates

Learner Profile student reflections and reports to parents will be given at end of each trimester.

Our Portfolio Agreements:

Purpose – The purpose of a student portfolio is to help students reflect on their learning, to show growth over time, and to show development of the whole child both inside and outside of the Programme of Inquiry in all subject areas. The

portfolio allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher to reflect, assess, and teach.

Organization- Students must collect and reflect on artifacts throughout the year in the following categories: learner profiles, each transdisciplinary unit (this incorporates all content areas) taught and specialists areas. At the end of every year, the artifacts that need to remain in the portfolio, outlined below, are organized into one folder/binder/electronic file for each student and labeled with the appropriate grade level. The maximum amount of sheets per student is 8 – 10 per grade level. The folder/binder/electronic file is then placed with the cumulative folder and sent to the next grade level.

Contributions-

- Teachers and the student may contribute artifacts to the student's portfolio
- Examples of artifacts which may be contributed to a student's portfolio include (but are not limited to):

I wonder questions

student published writing (one per trimester, that has gone through the writing process)

photos (evidence of mastery of a process skill)

summative assessments

student reflections

journaling

video recordings

graphic organizers

checklists and rubrics

Pre and Post Assessments

- Student action
- Landmark moments
- Student goals- student efficacy
- End of unit progress monitoring update with students/teacher/parent reflections
- End of year Portfolio report card
 - ~Modifications will be made for students when necessary

| Name of Assessment | Content of Assessment | Purpose of Assessment | Frequency of Implementation | Proficiency Levels |
|--|---|---|--|---|
| DRA or Fountas and Pinnell (formative) | Reading Comprehension Reading Fluency (rate and accuracy) | Determine the Independent and instructional level of all students Provides the basis for guided literacy in all classrooms Identifies students for academic Interventions and enrichment | Kindergarten - 1st- September, November, February, May Grades 2 - 4 - November, February, May | End of year benchmarks: Kinder - C 1st grade - I 2nd grade - M 3rd grade - P 4th grade - S |
| NWEA MEAP (Summative) | Reading Comprehension Literature Math Science Social Studies Writing | Measure our students' achievement with regards to the Michigan academic standards | NWEA K-4 Fall, winter, spring MEAP: Grades 3, 4 October | Spring: Advanced Proficient Basic Minimum |
| District Math Benchmark Assessments | Number sense Computation | Give grade levels local data on students with computation and number sense concepts | Grades Young 5's, K - 4 Given in September through May | Measure growth over time |
| DIBELS, MLPP (| Consists of: rhyme | Measure our students' | Young 5's, Kindergarten-Gr. | Measure growth |

| | | | | |
|--|--|---|--|--|
| Michigan Literacy Proficiency Profile) | awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling (must know spelling words), concepts of print, word recognition in isolation (Dolch must know words) | achievement with regards to the Michigan academic standards | 2 October – November January – February April - May | over time |
| Brigance Screen | Letter and Number Identification & concepts Language Development Gross motor skills | Determines a student's cognitive age vs. physical age | Preschool ages 3-5 | 2 times formally and as needed, separated for 3 year olds, 4 year olds, and 5 year olds. |

Definitions

Anecdotal notes are observational notes that provide information on student's development over time and also identify student's academic needs.

Assessment is the process of gathering information on student learning from a variety of sources to understand how well students are achieving identified curriculum expectations.

Exemplars are samples/models of student's work.

Evaluation is the process of judging the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained.

Formative assessment is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

Summative assessment may occur throughout a unit of inquiry. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a unit of inquiry. It forms the primary basis for establishing the report card levels of achievement.

Self-Efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacy students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that re to be avoided. Thus, students with poor self-efficacy have low aspirations which may results in disappointing academic performances becoming part of a self-filling feedback cycle.

Review of Assessment Policy:

A committee will be formed annually to review the assessment policy. The committee will be made up of the building principal, PYP Coordinator and 3 or more members of the building leadership team. The purpose of this committee will be to review the current assessment policy, revise the policy as needed, and plan how to communicate our assessment policy to the staff and parents.

References

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2011 Rockwood School District, retrieved from <http://www.rockwood.k12.mo.us>

International Baccalaureate Organization (2009) Making the PYP Happen: A curriculum framework for international primary education: International Baccalaureate Organization.