

# Sierra Elementary Primary Years Program Assessment Policy

## Purpose of Assessment

The purpose of the Assessment Policy is to inform our school's population about Sierra Elementary School's rationale for assessment, and to inform parents, students, and teachers about the clear expectations and various assessments occurring. Assessments are based on the [2020 IB Programme Standards and Practices](#) Standard 0404: "Approaches to Assessment Learning, teaching and assessment effectively inform and influence one another."

## Philosophy

We believe assessment is an integral and ongoing part of the planning, teaching and learning process. The purpose of assessment is to understand where students are in their learning, to guide teachers' planning for instruction and learning engagements, and to provide students with valuable feedback, allowing them to participate in feed-forward processes of setting goals that they will work towards achieving throughout the year.

### **Sierra Elementary School believes that assessment:**

- provides information that guides decision-making for teachers, parents, and students in the learning process.
- provides feedback for teachers, parents, and students informing them of progress made.
- provides valuable data that informs best practices and contributes to the evolving nature of education.
- is an ongoing process of monitoring the learning process and learning outcomes.
- should be both formative and summative.
- is designed to be both backward and forward looking.
- includes students actively engaging in assessing and reflecting on their learning in order to feed-forward to next steps in learning.

## IB Standards and Practices Related to Assessment

- **Culture 5.1:** The school implements and reviews an assessment policy that makes the school's philosophy clear

and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

- **Culture 5.2:** The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)
- **Culture 5.3:** The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
- **Culture 5.5:** The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

## Rights and Responsibilities

### *Requirements*

Sierra Elementary must comply with all local, state and federal requirements. These include the following:

- ***California Assessment of School Performance and Progress (CAASPP)***

Students in grades 3-6 will complete the following CAASPP assessments during the time frame given by the state/district. These assessments typically take place in late spring.

Grades 3-6	Smarter Balanced Assessment Consortium (English Language Arts, Mathematics)
Grade 5	California Science Assessment (CAST)
Grades 3-6	California Alternative Assessment (CAA)

- ***Presidential Physical Fitness Test***

Grade 5

- ***Rocklin Unified School District Assessments*** (see Types of Assessment: External Assessment on p. 4)

### *Roles and Responsibilities*

#### **The role of the teacher in the Assessment Policy**

- Continuously adjusts teaching to support learning
- Engages in collaboration to share best practices and create or revise

- assessments as needed
- Analyzes data to inform instruction strategies and next steps
- Informs the learning community of progress and student achievement
- Uses a variety of assessments to determine where a student is in their learning at a specific time
- Notifies students of upcoming assessments and provides adequate time to prepare

#### **The role of the students in the Assessment Policy**

- Are actively engaged in the learning process
- Continually reflect upon their learning and ask for help from their teachers to prepare for assessments
- Contribute to and support an appropriate learning environment for learning
- Manage time wisely and meet assessment deadlines

#### **The role of the administrator in the Assessment Policy**

- Ensures staff is aware of, and understands, why and what to assess
- Communicates what constitutes quality in assessment practices and procedures for assessment
- Identifies data to be collected, analyzed and reported
- Guides and supports staff in planning for instruction and assessment and goal-setting
- Establishes an assessment process that is collaborative and inclusive of all members

#### **The role of the IB Coordinator in the Assessment Policy**

- Revises Assessment Policy in collaboration with leadership teams and staff
- Ensures access to the Assessment Policy to the school community
- Collaborates with teachers reflecting on formative and summative assessments in units of inquiry

### **Guidelines for Assessment Practice**

Sierra Elementary School's guidelines for assessment are based on the principle that assessment serves the purpose of establishing where a student is in their learning at a certain point in time. Evidencing learning will occur using a balanced, integrated approach which includes four dimensions.

<u><b>Monitoring Learning</b></u> <ul style="list-style-type: none"> <li>• Ongoing daily</li> <li>• Teacher observation</li> <li>• Student Collaboration</li> <li>• Teacher and students interactions</li> </ul>	<u><b>Documenting Learning</b></u> <ul style="list-style-type: none"> <li>• A compilation of physical, digital, and other forms of media</li> <li>• Evidence is shared, for example, posted student work, to make learning visible and apparent</li> </ul>
<u><b>Measuring Learning</b></u> <ul style="list-style-type: none"> <li>• Uses school-designed and commercial tools which provide data supporting evidence of student achievement, learning, and progress</li> </ul>	<u><b>Reporting on Learning</b></u> <ul style="list-style-type: none"> <li>• Is reflecting upon the question, “How well are we doing?”</li> <li>• Identifies areas for growth</li> <li>• Contributes to the overall success of the program</li> </ul>

## Types of Assessments

<b><i>Summative Assessment</i></b>	Summative assessments are used to determine student mastery of content and knowledge gained during the unit. The assessment is designed to give students agency and choices in ways they can demonstrate mastery of content. Students will clearly understand the criteria for the assessment through the use of rubrics (these may be student created), use of exemplars, and check-off lists or continuums.
<b><i>Formative Assessment</i></b>	Formative assessment continually takes place in the classroom. It informs teachers of student progress throughout the learning engagements, and how to adapt instruction as needed (differentiation). Students use this information to set learning goals going forward.

<b><i>Internal Assessment</i></b>	Assessments may include: teacher observation, pre-assessments and provocations occurring at the beginning of each unit, peer review and feedback, quizzes, rubrics, unit tests, teacher created assessments, reflections, formative assessment, and summative assessment.
<b><i>External Assessment</i></b>	<p>Includes district and state mandated tests including:  <b><i>California Assessment of School Performance and Progress (CAASPP)</i></b></p> <p>Students in grades 3-6 will complete the following CAASPP assessments during the time frame given by the state/district. These assessments typically take place in late spring.</p> <p><b>MAP</b> (Measures of Academic Progress Test)</p> <p>Bridges (K-5) , CPM (6th) Unit Math Tests</p> <p>Benchmark Unit Tests (Reading)</p> <p>Running Records, High-Frequency Word</p>

## Reporting Information from Assessment

### ***Teacher-Student Conferences***

Teachers meet regularly with students throughout the year to provide one on one feedback and personalized instruction, set goals for learning, reflect on learning and behavior, and show and celebrate progress. These are initiated and facilitated by the teacher to guide students in their learning.

### ***Teacher-Parent Conferences***

Traditional teacher parent conferences are offered a minimum of once a year and as needed throughout the year. These conferences provide an opportunity for the teacher and parent to review and discuss a wide range of topics relevant to an individual student.

### ***Student-Led Conferences***

Student-led conferences occur at least once per year and help develop

qualities from the learner profile while providing a chance for students to show their work to their parents. These may involve a variety of opportunities for students to communicate their knowledge, including: students reflecting upon work samples (including portfolios), students demonstrating/practicing their understanding of concepts/skills, and students reflecting and setting goals. The format of student-led conferences depends on the age of the child.

### ***Report Cards***

At Sierra Elementary, all grade levels use a standardized report card completed three times per year. The report card will show attainment of district and state standards in the areas of reading, writing, listening, speaking, math. The report card will also show progress towards standards in science, social studies, and physical education. Students are evaluated on a 4, 3, 2, 1 scale.

Student progress for social-emotional well-being is also communicated in the report card. Additionally, achievement in demonstrating IB Learner Profile attributes is communicated in the comment section of the report card.

### ***Portfolios***

#### Purpose

Portfolios are used to show student growth over time to parents and students. They are also used to show evidence of student understanding of the central ideas and lines of inquiry in each transdisciplinary unit of study along with Learner Profile attributes. The goal is for students to be reflective of their own learning and progress, and to share this information with their parents throughout their time at Sierra Elementary.

#### Content

Portfolios have the following required items:

- One student selected item with a reflection for each unit of inquiry
- One teacher selected item for each unit of inquiry
- Grade level Program of Inquiry (placed in grade level divider)

#### Procedures

Portfolios are kept in classrooms and are accessible to students and parents. All portfolios are sent home with sixth grade students at the end of the school year. During the first week of the school year students return to their previous grade level classroom to pick up their portfolio and bring it to their current classroom. Kindergarten teachers receive new portfolios for their students. Additional information about portfolios can be found on our [Portfolio Essential Agreement Document](#).

## **Alignment with School Policies**

All Sierra Elementary policies work in tandem with other policies. At Sierra Elementary we teach the whole child. Access, Language, Assessment, Academic Integrity, and Inclusion policies are all interdependent and impact learning for all students.

### [Access Policy](#)

The Access Policy ensures that all students regardless of learner variability have access to the IB/PYP. Access is not dependent upon learner ability and is not fee-based.

### [Inclusion Policy](#)

The Inclusion Policy in combination with other IB policies lays the foundation for our students to develop the skills and desire necessary to learn and reach their potential with built-in individual supports, including: affirming identity and building self-esteem, differentiating, and extending learning. To provide access to the IB Primary Years Program at Sierra, we apply approaches to learning and support systems that address the individual needs and diverse learning styles of all students.

### [Academic Integrity Policy](#) / [Assessment Policy](#)

The Academic Integrity Policy and Assessment Policy together provide for the monitoring and support of students' academic growth. Students are assessed through multiple measures with opportunities to not only demonstrate knowledge in a variety of manners but have agency in how they attain knowledge. Students are taught at the earliest grade levels what it means to be principled and act with integrity. They are supported with targeted lessons on acknowledging sources and are encouraged to complete their work to the best of their abilities. Informal and formal interventions are in place to help students gain confidence and progress with their learning.

## **Development and Revision**

Sierra's Assessment Policy was revised during the 2022-2023 school year by the Leadership team which consists of teacher representatives from primary and intermediate grade levels as well as special education. All staff have access to it in our school's electronic handbook. The Assessment Policy along with other IB policies are posted on the Sierra Elementary website and shared with parents through school communications such as the Shark News, class newsletters and emails as well as Back to School Night each August.

The Assessment Policy will be reviewed yearly and revised as needed.

### **Works Referenced:**

International Baccalaureate Organization publication 2020: Programme Standards and Practices, Assessment in the PYP

Windhoek International School Policy Manual

Joe Michell T-K-8 School's "IB PYP and MYP Assessment Philosophy and Policy"