



Bancroft Elementary Assessment Policy

The purpose of this document is to share with the staff and our stakeholders the philosophy that guides our daily work in assessment. Our assessment philosophy applies to the entire school community: teachers, students, parents, and administration. It is linked to our school mission as good assessment ensures a solid academic foundation:

Bancroft Elementary provides all students with an excellent academic foundation as creative and critical thinkers who are empowered to act responsibly with respect for self, community, and the world.

Assessment Philosophy and Purpose

We believe that on-going assessment drives our instruction and curricular decisions. It provides authentic feedback to students and parents about student gains and gaps in knowledge/skills, it provides teachers with the necessary data to inform instruction, and it provides administrators with the necessary data to review the effectiveness of the school-wide programs.

Purposes of Assessment:

- o Measure student gains
- o Inform instruction
- o Show accountability
- o Provides feedback to students and parents
- o To support and inform learning

Common Assessment Practices

We believe that authentic assessment is on-going, varied, and purposeful. The kinds of assessment we use are diagnostic, formative and summative.

Formative: Teachers use formative assessment to gauge instruction and concept development on a varied and on-going basis. The use of formative assessments provides feedback to the teacher who can then adjust curricular and instructional decisions. It also provides feedback to the student to understand that is known or what he/she can do.

Some examples of formative assessments used at Bancroft:

- Fountas & Pinnell running records
- Observation
- Journaling
- Anecdotal notes
- Conferring
- Self-evaluation
- Peer-evaluation

- Exit slips

Diagnostic: Diagnostic assessments allow teachers to measure a student's prior knowledge of skills or content knowledge. Students are most often given a diagnostic assessment prior to beginning a unit of inquiry.

Some examples of diagnostic assessments include:

- Class discussions
- Completing a graphic organizer
- Journaling
- Pre-test

Summative: Summative assessments give teachers an overview of the cumulative learning that has taken place. It measures the level of understanding, application, transfer, or knowledge. A summative assessment measures the understanding of the central idea in a unit of inquiry but a summative assessment can also be given in literacy and/or math.

Summative assessments tend to be project or presentation-based and can include but are not limited to:

- Writing books
- Formal presentations
- Brochures
- Diagrams
- Posters
- Skits
- Post tests

School-Wide Assessment Tools

Examples of Tools Used In Classrooms:

- Checklists
- Rubrics
- Anecdotal records
- Written tests and quizzes
- Spreadsheets
- Running records

Standardized & District Tests:

MAP (Measures of Academic Progress): Given twice annually to students in first and second grade. The MAP measures reading and math growth. It is used to help close achievement gaps and/or accelerate learning.

WIDA (World Class Instructional Design & Assessment) Access: This is a state required

standardized test given annually given to EL students in kindergarten through fifth grade. The WIDA measures listening, speaking, reading, and writing for EL students. It is given annually in WIDA consortium states to monitor students' progress in acquiring academic English. It also identifies the ELP levels of students with respect to the WIDA Standards Level 1-6 and provides information that can be used to enhance instruction and learning for ELL students.

MPS District K Assessments: Given three times annually, these assessments measure grade level reading and math skills.

Minnesota Comprehensive Assessment (MCA): This is a state required standardized test given annually to students in grades three through five in both reading and math. Science is also tested in grade five.

Minneapolis Interim Literacy Assessments: MPS provides quarterly literacy assessments for kindergarten through grade five. Two of the assessments measure the standards related to Common Core literature standards and two of the assessments measure the standards related to Common Core informational text standards. The grade level teams determine which order we give the assessments in and when they will be given, based on the units of inquiry.

Reporting to Stakeholders

Report cards – Students receive a report card 3x annually (1x/trimester). The report card is unique to Bancroft, as it was developed by our staff specifically for Bancroft. The report card shows achievement in the units of inquiry and in grade-specific standards.

Family Conferences – Formal conferences are held twice a year. The fall conference is a chance for the teachers, students, and parent/guardian to meet to discuss goals for the year. The spring conference is a student-led portfolio conference. At this conference, the student explains his/her learning through sharing the portfolio that includes evidence from each unit of inquiry. He/she might also address growth on academic goals set earlier in the year in both reading and math.

Portfolios – Students have a personal portfolio in order to show growth in their learning over time. Evidence for each unit of inquiry is placed in the portfolio. The staff has an Essential Agreement for how we will manage these portfolios. It includes at least the summative assessment and a unit reflection from each unit of inquiry.

Newsletters – The school publishes a bi-monthly newsletter that contains information on current units, school assessment data, upcoming events, etc. Classrooms/grade level teams also send home their own newsletter. Information can be found on our school web-site.

District Letters – Parents and students are informed of the state's assessment results through written communication. School-wide results for this assessment are also published in the local newspapers.