

## **Madison Simis Elementary School** **Assessment Policy**

### **Philosophy of Assessment**

**PYP Definition of Assessment:** “Assessment is the gathering and analysis of information about student performance. It identifies what students know (knowledge), understand (concepts), can do (skills) and feel (attitudes/action) at various stages in the learning process. It is the means by which we analyze student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child, from novice to expert, through the learning process.”

*(Primary Years Program Assessment Handbook, January 2000. copyright International Baccalaureate Organization)*

**Madison Simis Assessment Philosophy:** Madison Simis believes that the purpose of assessment is for the continual improvement of all members of our school community. We strive to use assessment as a tool in order to provide feedback and drive instruction. Simis teachers collaboratively evaluate student work to effectively improve teaching practices. It is our goal to provide every student with a high quality education to ensure college and career readiness.

### **Purposes of Assessment**

The purpose of assessment is to...

- Collect data that drives instruction
- Provide feedback for all stakeholders
- Monitor and provide a picture of student progress over time
- Determine student mastery of Common Core Standards (ACCRS)
- Encourage student improvement and achievement
- Evaluate teaching and student inquiry

### **Types of Assessments used at Madison Simis**

#### **Areas of Assessment**

#### **Units of Inquiry**

**Purpose:** Both formative and summative assessments are designed for the units of inquiry and are designed to determine student understanding of the transdisciplinary theme, central idea, and lines of inquiry. These assessments are incorporated into each unit planner and created according to the backward design method of planning. Where developmentally appropriate, assessments are established prior to the lessons and activities.

### School-Wide Academic Assessments

Purpose: Each year, students are given a variety of school-wide assessments to determine academic proficiency. These are used to direct teacher instruction and monitor student progress over time.

#### Kindergarten

Assessment	Subject	Language	Time Frame
NWEA MAP	Reading/ Math	English	August, November/December, April/May
Cognitive Ability Test (Gifted)	Reading, Language, Math	English	Varies
District Writing Assessment	Writing	English	December, March, May
DRA2	Reading	English	October, December, March, and May
AZELLA	Language	English	October, December, March, and May
MCPA	Reading/Math	English	Varies
Fast Bridge	Reading/Math	English	August, December, May

Kinder= Subject: reading Lang- English Time frame: Oct, Dec, march Add letter/sound/dictation Letter ID/Sound/Dictation/Sight words (same as Dibels)- Quarterly assessment

#### 1st Grade

Assessment	Subject	Language	Time Frame
NWEA MAP	Reading/ Math	English	August, November/December, April/May
Cognitive Ability Test (Gifted)	Ability testing	English	Varies
MCPA Writing, Math, ELA	Writing, Math, ELA	English	Varies

AZELLA	Language	English	October, May
Fast Bridge	Reading/Math	English	August, December, May

## 2nd Grade

Assessment	Subject	Language	Time Frame
Cognitive Ability Test (Gifted)	Verbal/Non Verbal Quantitative	English	February
MCPA Writing, Math, ELA	Writing, Math, ELA	English	Varies
NWEA MAP	Reading, Mathematics	English	August, November/December, April/May
Fast Bridge	Reading/Math	English	August, December, May
AZELLA	Language	English	October, December, March, May

## 3rd and 4th Grade

Assessment	Subject	Language	Time frame
Arizona's Academic Standards Assessment (AASA) (State)	Reading/Math/Writing	English	April
NWEA MAP	Reading/Math	English	August, January, April
Cognitive Ability Test (Gifted Testing)	Verbal/Non-verbal/ Quantitative	English	Spring
AZELLA	Reading, Writing, Language	English	October, December, March, May
MCPA	Reading/Math/Writing	English	Varies by GL

Fast Bridge	Reading/Math	English	August, December, May
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### **Assessment Strategies and Tools**

Students at Simis will be assessed with a variety of strategies and tools.

#### Assessment strategies

- Individual and group work/projects
- Presentations/performances
- Quizzes and tests
- Open ended tasks
- Response to prompts/questions
- Observations
- Discussions
- Reflections
- Reports

#### Assessment Tools

- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Continuums
- Teacher reflections
- Self and peer review
- Portfolio
- Grading key

### **Assessment of Madison Simis Program of Inquiry:**

**Purpose:** Designed to determine student understanding of the transdisciplinary theme, central idea, and lines of inquiry. Assessments are clearly explained to the students and reflect conceptual understanding. These assessments include both formative and summative which are integrated throughout each unit of inquiry.

#### **Pre-Assessments**

**Purpose:** Designed to determine students' prior knowledge regarding the lines of inquiry.

#### **Tools & Strategies:**

- Pre-assessment: activating prior knowledge
- Collaborative graphic organizer
- KWL charts

- Classroom artifacts/realia
- Brainstorms
- Classroom discussion
- Students inquiries

### **Formative Assessments**

**Purpose:** Formative assessments are designed to monitor student understanding and learning. These assessments provide feedback in order to allow time for fine tuning in the process of teaching and learning that will ultimately allow for success in the summative tasks.

### **Tools & Strategies:**

- Observations
- Classroom discussion
- Anecdotal notes
- Performance tasks
- Rubrics, student and teacher created
- Tests/quizzes
- Writing samples
- Self-reflection

### **Summative Assessments**

**Purpose:** Completed at the end of each unit of inquiry and designed to measure student understanding of the knowledge, concepts, and skills acquired.

### **Tools and Strategies:**

- Tests
- Reports
- Presentations
- Performance assessments
- Student selected learning projects
- Student reflection

### **Teacher Reflection of Units of Inquiry**

**Purpose:** At the conclusion of each unit, teams will reflect on the effectiveness of the unit and planner. Teams discuss student learning outcomes and experiences and make necessary revisions to the planner. Revisions can be based upon anecdotal notes taken by team members.

Updated planners are kept digitally, as google docs, and available for each team member and PYP coordinator. Reflection times are build into TCT (Teacher Collaboration Time). During reflection, teachers should bring a copy of Making the PYP Happen manual, laptop, and their own personal reflection notes. Weekly IB meetings will also occur with IB coordinator in smaller groups.

## **Learner Profile**

**Purpose:** The Learner Profile is the foundation in the development of creating internationally-minded students. Students self-reflect on their progress towards becoming the person that the Learner Profile describes. How each student demonstrates the learner profile is communicated with parents. Teachers use visuals, such as picture books, to teach the learner profile.

### **Tools and Strategies:**

- Student self-reflection
- Classroom discussion
- Peer reflection

## **Reporting of Assessment**

Report Cards:

- Records academic and behavioral progress
- Learner Profile self assessment by students
- K- Standards based
- 1-4 - academic progress
- Quarterly
- Stored in cumulative folder annually

Reflections:

- Students reflect on their I.B. units
- Students reflect on work through self-assessment, peer review and writing

Conferences:

- Teachers conference with individual students to provide feedback and set goals
- Parents attend a conference at the end of the first quarter
- Student led conference in January for grades 2nd-4th
- Conferences for special areas by request
- Additional conferences can be requested by parents
- Goal of conferences is sharing academic progress and creating a plan to achieve student goals, and to give behavior and social progress

Powerschool

- Grade 1- 4 uses Powerschool computer program to periodically post grades by subject
- Parents are encouraged to monitor student's progress on Powerschool

Daily communication

- Kindergarten through 4th grade use a communication sheet. Each sheet varies by grade level.

Illuminate

- Common formative and summative assessments recorded in Illuminate
- Teachers use results to guide instruction

#### Units of Inquiry

- Teachers develop formative and summative for each unit of inquiry
- Variety of strategies are used for assessment
- Students are required to assess themselves and their peers

#### Exhibition

- Students create project to demonstrate their cumulative learning throughout their entire experience at Simis

**Portfolios:** *(please see Madison Simis Portfolio Policy for more detail)*

#### Portfolios will include/are:

- Housed in the Seesaw digital platform
- Content selection will be decided by grade level (student selected and teacher selected)
- Accessible to parents, teachers, and students

*Updated August 2021*