Highland Park Elementary IB World School

Assessment Policy

Purpose for Assessment

Highland Park Elementary IB World School believes assessment to be an integral part of the planning, teaching, and learning process. Generally speaking, assessments are an ongoing evaluation where teachers use a variety of assessment tools to identify students' prior knowledge, ensuring new learning takes place. Assessment informs each stage of the learning cycle and leads to effective feedback of the learning process. Highland Park teachers see assessment as the focus for learning that measures student understanding and informs our practice.

We assess to…

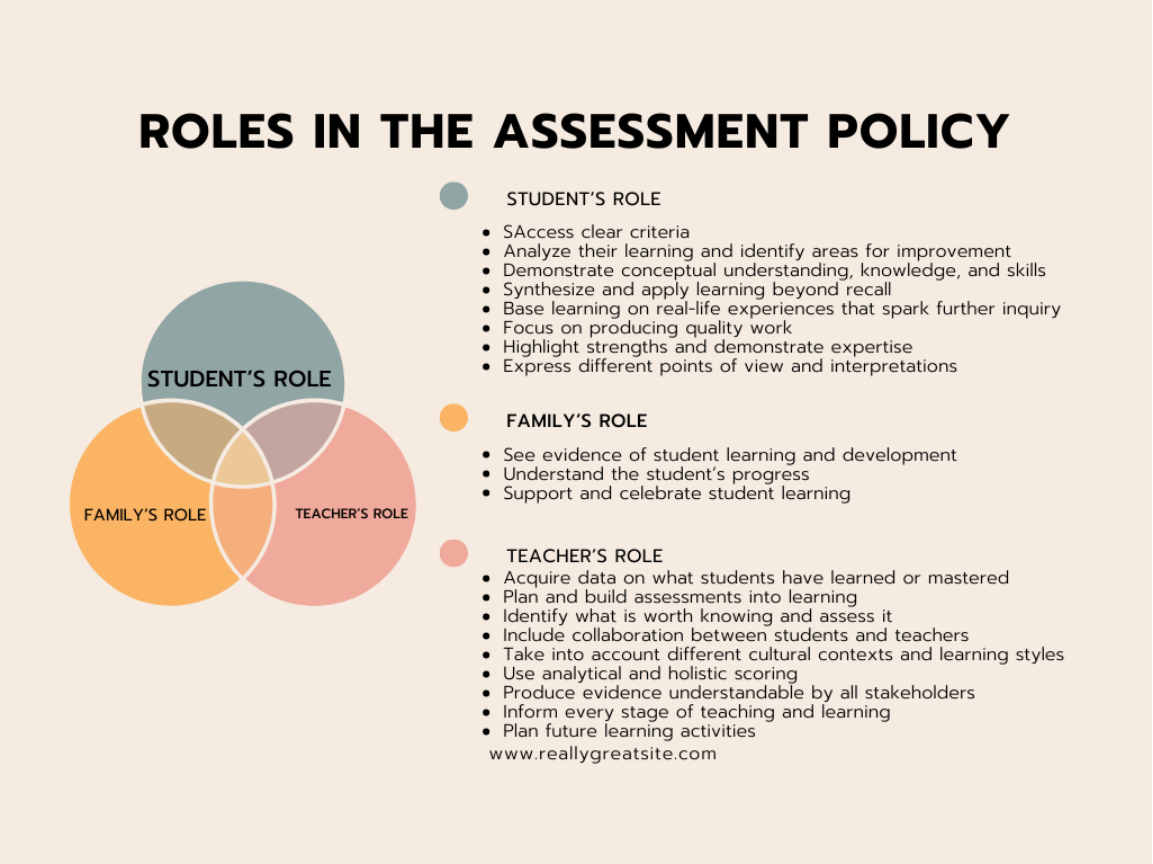
- Gather and interpret data
- Improve instructional practices and student learning
- Provide feedback for student learning
- Determine how to differentiate instruction
- Determine appropriate accommodations and modifications

Principles of Assessment

At Highland Park Elementary, assessments are linked to the central idea, lines of inquiry, and key concepts of the transdisciplinary units. The teachers use a variety of assessments to provide insight into the students' understanding, knowledge, skills, and achievement of the concepts and standards. These assessments give teachers the chance to identify learning styles and individual differences of students and to differentiate the instruction or assessment to most accurately reflect the needs of the learners, as well as developing critical thinking and self evaluation skills.

Contributors: M. Strecker (HPE IB Coordinator), M. Severns (Principal),G. Raymond (SPPS TDAS), Colleen Kelley, Melisa Ortiz-Rivera, Bobbi Nguyen, Steve Abenth, Ellen Tronnes, Meghan Baldwin

Roles of Student, Family and Teachers in Assessment



Assessment Practice

Highland Park Elementary recognizes the importance of continuous assessment. Continuous assessment is an integral part of the teaching and learning process. Not only does it allow teachers to judge the effectiveness of their teaching and the PYP program, but also it allows students to identify their strengths and opportunities for growth. Students are provided the purpose and criteria of the assessments prior to being assessed. Teachers use pre-assessments, formative assessments, and summative assessments to reflect on student performance and to support effective learning and teaching. Formative assessments used during instruction help identify what students are learning so we can differentiate and adjust the pace of instruction, including reteaching and enrichment activities. Assessments measure students'

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understanding and application of concepts taught and assist teachers in reflecting upon and modifying the units of inquiry; feedback and feedfoward.

Students at Highland Park need to be actively engaged in the assessment process. Our students should see assessment as a tool to help them self-assess and reflect on their own work, as well as the work of their peers. Our teachers identify, define, and align assessments for students at the beginning of a unit of inquiry. In addition to this, students need to understand the rating system, and as appropriate, be involved in creating that system through the use of rubrics and checklists. Involving our students from the beginning with assessment empowers them to meet their goals, work toward standards, and measure their understanding along the way. We recognize the importance of establishing consistent criteria for assessing student work through the use of exemplars.

Standardized Testing

Highland Park Elementary students participate in our state and school districts standardized tests; MCA, COGAT, WIDA ACCESS, HMH, and FastBridge. Standardized tests are one of the many pieces of data collected. These standardized tests monitor student progress in their academic achievements. We use standardized tests along with other assessment data for planning and evaluating our programming and student progress.

Report Cards

Highland Park Elementary will assess performance and progress as required by the St. Paul Public School District #625 on a quarterly basis. This includes literacy, mathematics, social studies, science, physical education, arts, world language, social and emotional, and technology. The purpose of our report card is to give students and parents a clear description of the child's progress towards mastery and application of grade level expectations, based on the Minnesota State Standards and the International Baccalaureate philosophy. We report overall understanding of our transdisciplinary units of inquiry. The progress report along with conferences provide insights into the student's strengths and areas for growth.

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Portfolios

Students are provided opportunities for self-assessment and reflection on a regular basis, particularly as a part of the IB planners. Reflections are a part of the students' portfolios. Portfolios are collections of studentwork that are designed to demonstrate successes, growth, higher order thinking, creativity, and reflection. Highland Park Elementary's portfolio system is a selection of student work from each of the transdisciplinary themes. The portfolio communicates to parents, teachers, and students what we want them to learn (the written curriculum), how best will they learn (the taught curriculum), and how will we know what they have learned (the learned curriculum). Highland Park Elementary teachers and staff utilize the essential agreement we created regarding the use of portfolios (accessible in theGoogle Shared Drive).

The PYP Exhibition

The PYP Exhibition is a required summative assessment culminating the fifth graders' learning experience at Highland Park Elementary. It unites students, teachers and the community in an activity that captures the essence of the PYP: transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. Students in fifth grade develop their own unit of inquiry under a specific IB transdisciplinary theme. The focus of their unit is a real-world issue or problem, local and global with sufficient scope and significance to warrant an in-depth inquiry. The students celebrate the culmination of their PYP experience as they share their knowledge, actions, and experience with the Highland Park Elementary IB World School community.

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