C.C.Mason Elementary IB World School
Assessment Policy 2021-2022
Last reviewed: 1/10/2022

We at C.C.Mason Elementary IB World School believe that assessment of learning is a planned ongoing process of gathering and analyzing evidence of student learning before, during, and after instruction. Effective assessment provides teachers and students with feedback to adjust ongoing teaching and learning of intended outcomes.

The assessment policy enables all stakeholders to evaluate and communicate student progress and to align instructional practices to meet student achievement goals with the intention of driving instruction, intervention, and challenge.

Characteristics of effective assessment

- Begins with the end in mind by identifying the knowledge, skill or concept that will be assessed.
- Is meaningful and connects to the learning experience/s.
- Presents students with multiple ways to demonstrate learning.
- Is collaborative and involves grade level teams, teachers and students.
- Provides immediate feedback on current learning.
- Is formative and summative.
- Can be norm-referenced and/or criterion-referenced.
- Provides relevant data to inform instruction.
- Provides, over time, multiple perspectives on student learning and goal achievement.

Purpose of Assessment

Effective, timely, and thoughtful assessment offers valuable information to teachers, students, and families regarding the progress students are making towards their learning goals and empowers students on their journey toward becoming lifelong learners.

A. Why do we assess?

- To gather and analyze data to drive instruction and to better support learning.
- To collect feedback for guidance in instruction.
- To monitor the progress and understanding of skills and/or concepts.
- To evaluate subject-specific skill mastery.
- To document progress towards student goals and learning outcomes.
- To monitor and communicate progress to families.
- To capture evidence of learning and growth.
- To provide students with multiple opportunities and experiences to demonstrate learning.
- To offer students an opportunity to self-assess and reflect on their learning goals.
- To evaluate understanding of the Central Idea of the UOI

B. What do we assess?

Clear identification, understanding, and communication of **what** will be assessed is a critical component of effective assessment. This information will also determine which type of assessment will be the most appropriate and will provide the most relevant data.
While some assessments are state mandated and district specific, many common assessments which are collaboratively designed and implemented can target subject specific skills, concepts, and/or broader learning objectives.
Information regarding assessments and student and teacher reflections is included in the Toddle planner for all UOI.

C. How do we assess?

Informal assessment through observations, discussions, questioning, and anecdotal records.
Formal assessment through collaboratively planned assessments.

Some of the common ways in which we assess are as follows:

- Rubrics
- Checklists
- Portfolios/Journals
- Pre-assessments
- Observations
- Anecdotal notes
- Reflections
- Performance tasks
- Open-ended tasks
- Tests/Quizzes
- Project Based Learning
- Online platforms like Seesaw and Google Classroom

Types of assessments (and data collection points)

District and state-mandated assessments:

- TX-Kindergarten Entry Assessment (TX-KEA, BOY Screener for all Kindergarten students)
- Istation (phonemic awareness, vocabulary, reading readiness, letter knowledge, comprehension)
- Dreambox (Math practice and differentiation opportunities)
- MapGrowth (Grades K-5)
- Curriculum Based Assessments (CBA) (Math, Science, ELA) (Grades 3-5)
- STAAR (Math, Reading, and Science) (Grades 3-5)
- TELPAS
- Running Records
- High Frequency Words Inventory

Reporting Process

   a. Parent-Teacher Conferences:

   Parent teacher conferences enable teachers to communicate with and provide feedback to families regarding student progress and achievement.

- Used to set goals with/for the students
- Used to monitor progress and make adjustments.
- Used to share academic information and work samples
- Used to measure and communicate growth in learning goals and outcomes.

   b. Student-led Conferences:

   Student-led conferences enable students to demonstrate their own learning.

- Used to empower students to document their own progress and goals.
- Used to enable students to share their learning and growth.
- Used to develop and build learner profile attributes.
- Used to encourage students to become lifelong learners.

   c. Report Cards:

   Report progress every 9 weeks to students and families through the Home Access Center (HAC) Report Learner Profile attributes for Grades K-3 for every 9 weeks grading period.