

McMullen Booth Elementary IB World School

Assessment Policy

What are our views?

Assessment is an on-going tool used to gather each student's understanding of learning in an equitable and authentic way; as well as evaluating our curriculum, the effectiveness of our teaching practices and student engagement. Data is used to guide instructional decisions that support our learners. Assessments include a wide variety of tools used to evaluate, measure progress, and document student development and learning. Student discussions, assignments, teacher observation, presentations, and projects are engagements that reveal student thinking, are examples of diverse ways we assess or check for understanding.

What is our purpose?

Assessment:

- Helps students set goals and make decisions to reach those goals.
- Shows what students know, understand, and can do.
- Informs teaching practices and promotes learning.
- Informs the community about our achievement and progress and needs.

What are our guiding principles?

Assessment includes teachers' awareness and understanding of:

- Who to assess, purpose of assessment and the focus of the assessment.
- Data collected, analyzed, and acted on: identifying / grouping learners as needed.
- Data chats – shared language for discussions and actions to take based on analysis.

What are our essential agreements?

- Assessment is authentic, ongoing and informs planning and instruction.
- Assessment involves collaboration between teachers and students prior to and following any formative assessment. Real time assessments such as sticky notes, charts, table discussions; as well as self- reflection on projects, performances, quizzes and the like.
- Learning outcomes and the learning process are assessed (at Collaborative Planning)

What is our responsibility?

- Staff members attend IB (International Baccalaureate®) professional development.
- Collaboratively reflect on data to learn about students, create next steps, and share with relevant community members.
- Report learning to the learning community via conferences, PTA/SAC meetings, Principal's weekly message, website, marquee, and other school communique.

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What are our practices?

- On-going assessment embedded throughout the units of inquiry.
- Student self-assessment, reflection, and peer feedback will be used.
- Student Portfolios (start August 2024) and Data Folders house student work and progress.
- Celebrate growth throughout the school year.
- State and District Standardized Assessments are used for progress monitoring of ELA (English and Language Arts), Math, Science and Writing.

Learners will become assessment capable when they are able to:

- Select evidence of their learning.
- Self-assess and discuss their progress with others.
- Use and understand academic language.
- Develop the skills needed to reflect and plan next steps using feedback.

TYPES OF ASSESSMENTS:

STANDARDIZED TESTS Summative	FORMAL Formative/ Summative	INFORMAL Formative
F.A.S.T. Math + ELA (English Language Arts) 3-5 State Exam	Benchmark Assessments	PRE/POST, EXIT TICKETS, VTR
STAR K-2 State Exam	Amira	Student work/rubrics
ELFAC	Dream box	Student interviews
WIDA State Language	Big Idea tests	Conferring (1-1; sm. group)
B.E.S.T. State Writing Exam	Module Writing Assessment	Interest survey
SSS- Science (5 th grade only)	Science	Open-ended questions
	ELA Module Assessments	Observation