



Assessment Policy

Eastport Elementary School - Anne Arundel County Public Schools
Annapolis, Maryland, USA

School Mission Statement

- We strive to inspire students to love and thirst for knowledge, so that they are internally motivated to attain higher goals.
- Teachers are expected to provide quality and meaningful instruction.
- Students are accountable for being engaged in learning, participating appropriately, and growing socially, emotionally, and academically.
- Both student and teacher are expected to contribute to the overall well-being of all individuals in order to achieve academic excellence and positive lifelong habits.

Assessment Beliefs

The staff of Eastport Elementary believes that assessment is an integral part of teaching and learning. Assessment practices support the IB's mission of developing learners who are communicators, inquirers, thinkers, knowledgeable, and internationally minded. The focus on authentic, developmentally appropriate and interactive assessments engages students in relevant and meaningful learning experiences. Assessment at Eastport is a collaborative and informative process.

Assessment:

- Involves the collection and analysis of dynamic information regarding student performance which serves to inform instruction and programming.
- Focuses on different types of tools that provide information through diagnostic, formative, and summative means in an ongoing, authentic, varied, and purposeful manner.
- Spotlights the process of learning as well as the learning itself. Identifies what students know, comprehend, and can do.
- Comprises thoughtful planning and goal setting as a team.
- Guides teaching and supports positive learning experiences for students.
- Includes differentiated assessments to accommodate student needs and learning styles.
- Provides evidence of student's conceptual understanding, knowledge, skills, interests and development of the learner profile.
- Documents the process of inquiry including the approaches to learning that reflect student growth over time.
- Creates feedback on learning that is vital as it provides evidence to teachers, support staff, students and families.

The Essential Elements of the PYP

"Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning".

Eastport Elementary is aligned with the IB's mission and reflection on the development of the essential elements including the learner profile and approaches to learning is an ongoing process. The elements are assessed through the units of inquiry and inform future planning and learning. Assessment recognizes the importance of assessing not only student growth and outcomes but the process of inquiry. Teachers provide

feedback on the learning process and provide opportunities for students to assess peers and self-assess. The learner profile is used as a tool for self-assessment and reflection on student learning.

Students in 5th grade demonstrate their learning by participating in an annual PYP exhibition. The exhibition is a summative assessment of students' participation in the PYP. Students engage in deep inquiry and demonstrate the elements of the PYP; knowledge, approaches to learning, concepts, learner profile/attitudes and action.

Principles of Assessment

At Eastport Elementary, effective assessments involve students, teachers, and other stakeholders. Assessments are used to:

- Inform teaching and evaluate both learning processes and learning outcomes.
- Analyze, reflect on, and provide constructive feedback on the learning process as well as areas of strength and needed growth.
- Inform curriculum, instruction, and future assessments.
- Communicate progress and proficiency on state curriculum and expectations.
- Obtain evidence of student development, beyond just content, to extend to the IB's learner profile and all other Essential Elements of the PYP.
- Provide a means for students to self-reflect on progress, actively engage in assessment and engage in decision making about learning goals.

Types of Assessment

- Pre-assessments
- Screening
- Formative assessments
- Summative assessments
- Diagnostic
- The PYP exhibition as a summative assessment
- Mandated national, state and AACPS assessments

Assessment Practices

Strategies used to gather information about students' development, learning, dispositions, and behaviors:

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|---------------------------|-------------------------------|--------------------------|
| ● Observations | ● Self and peer assessments | ● Reflections; ATL's, LP |
| ● Performance assessments | ● Process-focused assessments | ● Homework |
| ● Selected response | ● PTD Portfolios | ● Types of Inquiry |
| ● Open-ended tasks | | |

Tools used to collect data

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|---------------------|--------------------|----------------------|
| ● Running records: | ● KWL | ● Continuums |
| ● Rubrics | ● Benchmarks | ● Standardized tests |
| ● Checklists | ● Learner profiles | |
| ● Anecdotal records | ● Exemplars | |

National, State and District assessments

The teaching staff at Eastport Elementary recognize that local, state and national standardized assessments are mandated for a variety of purposes. In alignment with the IB philosophy on assessment, the data from standardized assessments is considered alongside other types of assessment and assessment approaches and strategies in order to inform teaching and to ensure that students are learning at their level of development.

Assessments include:

- MCAP (Gr 3-5)- Maryland Comprehensive Assessment Program provides information on student progress towards proficiency on the Maryland College and Career Ready Standards.
- MISA (Gr5)- Maryland Integrated Science Assessment
- Fountas & Pinnell Benchmark Assessment System (BAS)
- Performance Series- selected students participate in this locally mandated assessment of mathematics and English language arts as a component of the Gifted and Talented Identification Process.
- CoGat (Gr2-5) Cognitive abilities test
- KRA-Kindergarten readiness Assessment
- Primary Talent Development Portfolio – locally mandated assessment of a specific set of learning behaviors in grades K-2 as a component of the Gifted and Talented Identification Process.
- WIDA- identification of English Language Learners and language development

Reporting to Stakeholders

Keeping stakeholders informed regarding student progress, concerning learning process and learning outcomes is done through combining parent conferences, examples of student work, interim progress reports, and quarterly report cards. This enables us as a school to work together with families and communities in order to help students develop and apply the knowledge and skills which lead to success and self-confidence.

The Written Report:

- Teachers complete and send home the Anne Arundel County Public Schools (AACPS) district-mandated report card at the end of each of four marking periods for grades 1-5. Pre-Kindergarten and Kindergarten
- district-mandated report card is sent home every winter and spring.
- At Eastport, classroom teachers also complete and send home interim progress reports mid-way through each marking period. Interventionists and single-subject teachers send home comment sheets that not only update families on students' progress, but also provide strategies for supporting learning at home.
- Report cards include a student's reading level, letter grades for each academic and cultural arts subject area for Grades 2-5, and scaled developmental codes for grades Pre-K-1. Evaluations on expected student behaviors in connection with the Learner Profile traits and skill development (ATL progress) are noted in the comments box.
- ESOL Report Cards are also distributed to students with services which reports specifically on language development.
- The Maryland State Board of Education releases a yearly report card to inform
- stakeholders in regards to the performance of the State, its 24 school systems, and individual schools. The state report card provides information on state-mandated testing, school progress, annual measurable objectives, demographics, enrollment, attendance, and other relevant data.

Conferences:

- In accordance with district policy, parent-teacher conferences are held for grades 1-5 twice per year (Fall and Spring), with Pre-Kindergarten and Kindergarten conferences being held at the beginning and end of the school year.
- Parents/Teachers may request additional conferences at any time.

Other Methods:

- Teachers send home graded and ungraded assignments home on a biweekly basis to keep parents abreast of student progress and assists in extending learning beyond the school day.
- District policy mandates that teachers in grades 2-5 keep online grade book that is updated at least every 5-8 days so as to facilitate open communication between home and classroom.

- District policy mandates that teachers in grades Pre-Kindergarten and Kindergarten record observations and one on one assessments using developmental codes.
- Unit summative assessments design is both backward and forward looking. Teachers plan for and promote opportunity for students to apply knowledge beyond the summative criteria.

**A copy of this policy is included in documentation provided to all new staff. The policy will be reviewed annually by the staff and revised by the pedagogical leadership team as needed. Assessment policy 2019-20*



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