

Jacobsville Elementary School
Assessment Policy
Created Fall 2019

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I. Philosophy of Assessment

Jacobsville Elementary staff believes assessment is an integral part of the teaching and learning cycle, informing instructional decision-making on a daily basis. The assessment process is ongoing and involves educators, students, and families in communication to develop the optimal approaches for supporting each child's growth. We value the following principles of assessment:

- The purpose of assessments is to impact teaching and learning.
- Student self-reflection is a critical component of the assessment cycle.
- A range of types of assessments is needed to monitor learners.
- Frequent communication of progress is important for family involvement.
- Authentic and frequent timely feedback tailored to a specific student helps the learner grow.
- Assessments should be developed by the teachers with student input.
- Assessments should measure growth in content, concepts, skills, and learner profile attributes.

II. Assessment Practices

Jacobsville staff will refer to this assessment policy during weekly Collaboration and Reflection meetings to inform assessment creation and practices in the units of inquiry. At these collaborative meetings, staff will review student assessment data in an ongoing manner to inform teaching and learning.

A. What We Assess

Jacobsville staff will assess content, concepts, skills, and learner profile attributes. We assess the progress in each of the following content areas as required in our Anne Arundel County Report Card:

- Reading - level, comprehends texts
- Writing - effective communication and application of conventions
- Mathematics - understanding and application of computational skills, application of mathematical concepts to problem solving
- Science - demonstrates knowledge of concepts and skills
- Social Studies - demonstrates knowledge of concepts and skills
- Art - demonstrates knowledge of concepts and skills
- Music - general music, chorus, instrumental
- Physical Education - demonstrates knowledge of concepts and skills
- Expected Student Behaviors - respect for myself, respect for others, respect for learning, respect for property

Additionally, Jacobsville staff assesses students' growth with the PYP Learner Profile attributes and includes these narrative comments on the report card. We aspire to begin assessing students' development with the Approaches to Learning in the 2020-2021 school year.

To assess conceptual understandings, we create formative assessments aligned to our lines of inquiry. We design our summative assessments to assess the central idea of each unit of inquiry.

B. When We Assess

Assessments at Jacobsville fall under one of two categories: Anne Arundel County assessments or Jacobsville-created assessments. We adhere to County policies when administering these types of assessments. The County requires a grade to be collected in each content area every 5-8 school days for Grades 1-5 and twice per month per content area for PreK and Kindergarten. A certain number of grades must be entered into the online gradebook at the time of interim reports and then again before each marking period report card.

Anne Arundel County Assessments	Jacobsville-created Assessments
<ul style="list-style-type: none"> ● Fountas and Pinnell Reading Assessment: Fall and Spring ● Kindergarten Readiness Assessment: Fall ● Reading District Assessments: Fall, Winter, Spring ● Mathematics District Assessments: Fall, Winter, Spring ● Science and Social Studies Assessments/Projects: Quarterly ● Cognitive Abilities Test (CogAT): Winter for Grades 2 and 5 ● Reading Intervention screenings/program progress monitoring tests and checkups 	<ul style="list-style-type: none"> ● Pre-assessments for units of inquiry: Beginning of each unit ● Formative assessments of lines of inquiry: Weekly ● Summative Assessments: End of each unit of inquiry ● Exhibition: During the Spring of 5th Grade ● Common formative assessments for math and reading: Ongoing

Students in grades 3-5 participate in state testing each spring. This year, students will take the new MCAP for performance scores in reading and mathematics. MISA will be administered for Grade 5 science. Additional assessments are required for some students depending on students' special circumstances, including WIDA for students who are English Language Learners, ALT MISA and MSAA for Alternative Curriculum Class members,

academic, psychological, and behavioral assessments for students entering the IEP process, and Performance Series for students who qualify for the gifted and talented testing pool.

Jacobsville staff believes assessment is an ongoing process. Each day, some type of assessment data is being collected to inform students and their teachers about progress. Often, this daily assessment involves anecdotal observations and student self-reflection.

C. How We Assess

Jacobsville staff believes in utilizing a wide variety of assessment types to reach a broad scope of student interests, learning styles, and needs. We use pre-assessments, formative assessments, and summative assessments. Teachers are working on framing assessments in which students have a voice. Typically, this looks like a teacher facilitating a class discussion about what a rubric should contain in order to accurately reflect students' learning. We are still in the process of growing our craft and practices when it comes to collaborating with students on assessments. We plan to build on each year's progress by reflecting on strengths and areas for improvement. We are also beginning to explore the use of PYP portfolios to capture students' conceptual understandings during each unit of inquiry. Students, with the support of their teachers depending on grade level, will select artifacts to showcase. Portfolios will travel with students as they move up the grade levels.

Jacobsville staff uses the following types of assessments:

- Running records
- Observations/anecdotal notes/conferring notes
- Group and individual presentations/projects
- Common formative assessments (CFAs)

- Tests and quizzes (varied task types) online and paper-based
- Portfolios
- Self-assessment and reflection tools
- Peer assessment
- Exit tickets/quick checks

Teams of teachers collaborate to determine which types of assessments will best monitor student progress in different contexts. We consider quick “on demand” assessments the most frequently utilized because this timely information is used, often on the spot, to determine next steps for students. As a staff, we are working on developing our best practices in regards to documenting and measuring learning, and will continue this work through the use of portfolios and other monitoring tools.

Jacobsville staff understands that students in the early years require different kinds of assessment. For our Pre-Kindergarten and Kindergarten students, observation makes up the majority of how we assess. Teachers create checklists to use when watching students during developmental and literacy play centers, at recess, and during other times when the classroom environment is less structured. The formative and summative assessment opportunities developed for use in their units of inquiry are comprised of oral interviews with students or observational checklists. Early years teachers provide ongoing daily feedback orally to students about their progress both socially and academically. The County report card looks different for these students, as it documents specific behavioral “look fors” as opposed to assigning codes or letter grades for overarching content goals.

III. Assessment Reporting

Jacobsville staff believes in the power of sharing student progress with students and their families to best support each child’s individual learning journey. Reporting practices fall into two categories: formal and informal.

Formal Reporting	Informal Reporting
<ul style="list-style-type: none"> ● Weekly graded papers folder sent home to families ● Interim reports (in accordance with AACPS policy) each marking period ● Report cards each marking period (PreK and K in marking periods 2 and 4 only) ● Families have ongoing online access to electronic gradebook (Grades 1-5) ● Parent/Teacher Conferences twice yearly (currently teacher led, but moving toward student led); additional parent conferences upon request 	<ul style="list-style-type: none"> ● Teacher-Student conferences (including during Writer’s Workshop and conferring in Guided Reading) ● Peer feedback ● Self-reflection/Goal setting and monitoring ● “Pawsitive” referrals and phone calls home/notes in agenda books ● Learner Profile monthly certificates and lanyards

IV. Policy Review

The Jacobsville staff will review the assessment policy annually. The PYP Committee will be responsible for an initial review each September. Proposed updates and edits will then move to a whole-faculty setting for feedback before changes are made.

An annual assessment survey will be sent to students and their families to gather information about the effectiveness of the policy. This survey will be conducted each year during Marking Period 4. The PYP Committee will review this data and propose adjustments to be considered at the annual initial review at the onset of the next school year.

References

International Baccalaureate. (2009). *Making the PYP Happen: A curriculum framework for international primary education*. Cardiff, Wales: International Baccalaureate Organization.

International Baccalaureate. (2018). *Primary Years Programme Learning and Teaching*. Cardiff, Wales: International Baccalaureate Organization.