

UNIVERSITY SCHOOL ASSESSMENT POLICY



Our Mission Statement:

We at University Elementary School work together to encourage our students to become inquiring, reflective learners who value others in an inclusive community and around the world.

Our Vision: Preparing students for action in a global community.

Assessment Philosophy:

At University School, we believe that a comprehensive plan of purposeful assessment provides students and teachers with the ability to be engaged, reflective learners. Assessment is ongoing in formal and informal ways, and supplies information on students' understanding of concepts as well as acquisition of knowledge and skills. This information drives instruction.

What We Understand About Assessment:

The PYP learner profile provides the foundation of our policy. In designing assessments we strive to be:

- **Inquirers:** We understand learners through a variety of assessment methods and by analyzing data over time.
- **Knowledgeable:** We provide students with information designed to help them understand and narrow the gap between their current abilities and their goals. Student application of knowledge through action provides powerful evidence of learning.
- **Thinkers:** We use assessment to identify next steps for further instruction and to differentiate instruction appropriately.
- **Communicators:** We encourage learners to express their knowledge, ideas, and point of view in authentic ways. We provide opportunities for feedback and feedforward, and communicate student progress to stakeholders.
- **Principled:** We empower learners to become self-regulated through producing and analyzing assessments.
- **Open-minded:** We support student agency by providing intentional open-ended opportunities for assessment.
- **Caring:** We celebrate student learning and identify students' individual needs.
- **Risk-takers:** We encourage students to take action based on new insights or knowledge.
- **Balanced:** We design assessments that differ in type and purpose to accommodate learners and provide comprehensive information about student learning.
- **Reflective:** We expect students to reflect on and share their progress. We provide teachers with evidence to assess the efficacy of engagements or materials.

Assessment in Our Units of Inquiry:

Note: Tools for learning and assessment methods are adaptable to meet the needs of all students.

Pre assessments. Prior understanding of the Central Idea, skills and concepts are assessed in order to guide instruction and inquiry. Teachers design opportunities for students to make connections between their previous and new learning. A variety of assessments: formal and informal, individual and collaborative, are employed.

Formative assessments. These ongoing assessments inform teaching and promote learning. Teachers are informed of the efficacy of their strategies and tools. Formative assessments are used by teachers to plan the next stage of learning and potential differentiation needs. Formative assessments are varied, and examples are: journaling, quick writes or exit slips, visible thinking strategies, anecdotal observations, quizzes, checklists, self and peer assessments, class and individual discussions, running records, and wonder walls.

Summative assessments. At the end of a unit of inquiry, students are given the opportunity to share and apply their learning. The goal of the summative assessment is to certify and report on learning progress. Summative assessment examples: student reflection (journal, notebook, etc.), essay or other writing prompt, multimedia product, real life scenario response and application, model design, quiz, and open-ended group tasks. An element of self-reflection provides insight to the student and the teacher.

Rubrics allow for grading and evaluation of process and projects and also support self and peer-review by setting a starting point for students to offer feedback to improve personal performance and learning.

Conferencing. These meetings between teachers and students or between two or more students provides opportunities for collaboration during the process of learning and assessing. While giving students more efficacy over their learning the conferences serve as a way for a student to get necessary guidance.

Portfolios. A portfolio is a collection of student work which reflects engagement, growth, and learning over time. Our electronic portfolios show knowledge of content, skills, and concepts, as well as student reflection. E-Portfolios via our school's Google Drive travel with students throughout the grades, and are used for student reflection and to share and celebrate student learning with all stakeholders.

The Exhibition. As the sixth grade culminating activity, the Exhibition allows students to synthesize and share what they have learned in the years at our IB school. Inspired by issues they care about, students write a collaborative in-depth project. It provides powerful, authentic evidence of student understanding and engagement.

Reflection as assessment. Teachers collaboratively reflect on each unit of inquiry to assess the effectiveness of the unit's content and student understanding of the Central Idea through learning engagements, inquiry, and action.

District Resources: To measure student progress, students will be tested according to state standards and MCCSC policy. Our district assessment page, <https://www.mccsc.edu/Page/4530>, serves as a major resource, with up-to-date assessment services, resources, full state requirements, and frequently asked questions.

From Our District Assessment Statement: The Monroe County Community School Corporation values the importance of data to drive our instruction. This data provides concrete evidence and valuable insights as related to teaching and learning. Our schools look at data as an integral part of our Professional Learning Communities (PLC). We follow state assessment guidelines as well as required testing for high ability, English language learners, and specific courses (ie. Advanced Placement, etc.). In addition, we use appropriate diagnostic and formative assessments to target differentiated learning support for our students. Our staff receives appropriate training for assessments as needed or required.

Professional Learning Communities. Weekly educator teams, including classroom teachers, resource teachers and administrators, meet to discuss student progress through data analysis, to share instructional expertise on best practices, and to conduct action research to provide the best support for all students, staff, and teachers. Professional learning communities lead to stronger teaching and leadership by all educators involved, and also serve to integrate district mandates with our PYP focus.

Further support in assessment is provided via professional development from the school district, the school principal, and the school instructional coach. Additional information on assessment can be found in the school's inclusion and language policies. Expectations regarding student behavior and assessment are outlined in our academic integrity policy. All policies are available on the school website.

Assessments mandated by district or state:

- ILEARN Indiana statewide test. Grades 3-6
- I-READ3. Indiana statewide test. Grade 3
- NWEA reading and math. Grades 2-6
- AIMSweb reading. Benchmark K-1; Progress monitor K-6
- DRA Developmental Reading Assessment. Grade K-1 and 2-6 at <25% Reading Inventory
- Math Seeds. Grades K-1
- INVIEW Cognitive Abilities Aptitude test. Grades 3 and 6
- TOPS Survey high ability assessment. Grade K-6
- District common formative assessments
- Classroom observations
- WIDA placement for English Language Learners. All grades.
- Assessment of goals for Individualized Education Plans
- Standard tests and observations by Psychological Services, Speech/Hearing Pathologist, Occupational and Physical Therapists

State Resource: Indiana State Assessment Policy Manual <https://www.in.gov/does/students/assessment/indiana-assessments-policy-manual/>

Recording and Reporting Assessments:

Student learning and progress are reported to all stakeholders: students, parents, staff and community.

Progress is reported via quarterly report cards, parent conferences as needed, ILEARN and other assessment scores, and School Accountability Reports such as Indiana PL221 School Improvement Plan.

Notes and sources

This document is guided by key ideas, from *PYP, From Principles into Practice*:

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

District Statement on Assessment:

The Monroe County Community School Corporation values the importance of data to drive our instruction. This data provides concrete evidence and valuable insights as related to teaching and learning. Our schools look at data as an integral part of our Professional Learning Communities (PLC). We follow state assessment guidelines as well as required testing for high ability, English language learners, and specific courses (ie. Advanced Placement, etc.). In addition, we use appropriate diagnostic and formative assessments to target differentiated learning support for our students. Our staff receives appropriate training for assessments as needed or required.

IB Programme Standards and Practices Related to Assessment:

The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

- Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)
- The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

- Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)
- PYP: Teachers document and analyze students' learning over time to design learning experiences based on data. (0404-02-0111)
- The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
- The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

- The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
- The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
- The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)
- The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Students take opportunities to consolidate their learning through assessment. (0404-04)

- The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

IB works consulted:

IB Programme Standards and Practices. 2020.

PYP: From Principles to Practice. Learning and Teaching: Assessment. 2018.

IB Assessment Principles and Practices. 2020

Assessment Principles and Practices: Quality Assessments in a Digital Age. 2019, 2021

Assessment Policy Access and Review

University School's assessment policy is available to all staff and parents via electronic format. All staff are knowledgeable about the policy and can communicate this to parents.

The policy document will be reviewed biennially and as the school community's perspective regarding assessment evolves.

Written 2016, Last revised 2022