

Inlet View IB PYP Assessment Policy

Inlet View's Mission

The Inlet View Elementary School community focuses on the development of the whole child as a knowledgeable inquirer, both in the classroom and abroad. We aim to develop caring, respectful, and mindful people who recognize their common humanity and shared guardianship of the planet. We will empower students to successfully solve real world problems and strengthen their enjoyment of working towards a goal. We will facilitate learning and support all students so they become compassionate, engaged life-long learners, who help to create a more caring and peaceful world.

Philosophy/Perspective on Assessment

We believe that the ultimate purpose of assessment is to guide planning and instruction that enhances and supports student learning. Assessments are created to provide feedback on the learning process and to inform instruction with the goal of improving student learning through differentiated instruction and support best teaching practices through reflection.

Assessment is threefold: for teachers, students, and parents. It guides and differentiates instruction, and it has a clear purpose. Assessment should be intentional and assess what students know, understand and what they are able to do and how they feel at different stages during the learning process. It should provide evidence of growth and guide the next steps in teaching and learning. It informs instruction and supports best teaching practices. Assessment is reflective, it supports self-reflection/evaluation.

We use assessment as learning to develop life-long learners. There are many possible ways for students to demonstrate their understanding. Teachers use assessments collaboratively to guide and differentiate instruction. Assessment must be balanced in order to assess the whole child. All assessment opportunities, both formative and summative, provide a path to build the IB Learner Profile and international-mindedness within our learners.

Assessment Practices: What we assess, When we assess, and Why we assess

Teachers and administrators will assess, record, and report on the learning process through:

1. Units of inquiry (Reading, Writing, Math, Science, Social Studies, and Social Emotional Learning)
2. Learner Profile Attributes
3. Approaches to Learning
4. Student Portfolios
5. Report Cards
6. Teacher and student-led conferences
7. District and State Assessments

1. Units of Inquiry

Purpose: Each unit of inquiry will include both formative and summative assessments which will be balanced, consistent, and developmentally appropriate. The goal is to assess knowledge, concepts, approaches to learning, and actions that build the IB Learner Profile.

Formative Assessment: Formative assessment takes place continually throughout each unit. Pre-assessments are considered formative assessments. Formative assessment and teaching are directly linked and necessary for the other to function properly. It also demonstrates student growth and can be used to inform parents and keep students engaged and progressing.

Formative assessments may include, but are not limited to:

Observations	Quizzes	Rubrics
Exemplars	Written reflections on learning	self-reflections

Summative Assessment: Summative assessment takes place at the end of each unit of inquiry. They give students opportunities to demonstrate and apply their knowledge.

Summative assessments may include the following:

Acquisition of data	Synthesis of information	Application of knowledge	Process through presentation
---------------------	--------------------------	--------------------------	------------------------------

Evaluation methods to measure proficiency may be through:

Performance-based assessments	Student-initiated action	Selected response items
-------------------------------	--------------------------	-------------------------

Summative assessments may include, but are not limited to:

End of unit assessments	Projects to demonstrated a concept
Portfolio entries	Formal written tests
Written summaries and reflections upon a unit of inquiry's lines of inquiry or central idea	PYP Exhibition in grade 6

Tools/strategies for formative and summative assessment may include but are not limited to:

Forms of assessment may include:

Performance tasks	Process focused assessments
Teacher observations	Selected response
Open-ended tasks	Reflections

Tools for assessing may include:

Checklists	Proficiency scale/continuum placement
Student- or teacher-created rubrics	Class proficiency chart
Anecdotal notes	Reflections

Tools for communicating feedback may include the following:

Narrative report	Numerical score
Verbal report/conference	Placement on a rubric or scale
Discussion	Reflections

The overall goal at Inlet View Elementary School is to have a balanced assessment approach to assess the whole child and provide opportunities for students to demonstrate their learning in different ways.

Student Reflections:

- Occur at the end of each unit.

- Include knowledge and understanding of central ideas.
- May be a student response to a piece of work from the unit.
- May include possible future actions.
- Will be kept in student portfolios.
- Will be used in student-led conferences.

Agreements:

- Assessments, both summative and formative, will be used to reflect upon each unit of inquiry and used to modify or expand upon each unit of inquiry.
- Teacher reflections, both individual and at grade levels, will be recorded on the PYP unit planners.
- Summative assessments are not learning tasks, but demonstrations and applications of knowledge already learned.
- Assessment criteria will be made clear to students prior to assessments.
- Teachers and students reflect during each unit; reflections are used as a tool for instructing and learning.
- Those who will evaluate students may include any one or combination of the following: teacher(s), student(s), parents/guardians/community members, professionals from the community with specific bodies of knowledge.
- Assessments will reflect contemporaneous information; they will be given throughout the school year in a timely manner.

2. Learner Profile Attributes

Purpose: The learner profile provides the vernacular through which teachers and students will articulate their understandings and growth. The Learner Profile is a vital tool for reflection and self-assessment.

- Kindergarten and 1st grade will introduce and explore the profile one Learner Profile attribute at a time.
- 2nd through 5th grade students will use the Learner Profile attributes to self-assess and reflect on their experience in the units of inquiry.
- All units of inquiry will include aspects of the Learner Profile that are valuable in exploring each unit's given central idea.

Agreements:

- Students will have a chance to reflect on the learner profile attributes focused on in each unit. These reflections will be included in the student's portfolio.
- Students, families, and all school staff are expected to model the learner profile attributes.
- Students will set goals for the learner profile attributes and reflect on their progress towards their development.
- All assessment opportunities, both formative and summative, provide a path to build the IB Learner Profile and International Mindedness.

3. Approaches to Learning

Purpose: Approaches to learning are a set of skills students use when involved in learning. We place importance not only on what is learned but how it is learned.

Agreements:

- Students will show evidence of the approaches to learning within work and reflections relating to each unit.
- Approaches to learning focused on in each unit of inquiry directly relate to grade level standards.
- Each grade level's unit of inquiry will incorporate mostly new approaches to learning subskills, so students will experience and learn with a diverse background of skills.
- Each Approaches to Learning subskill will be focused on by every student by the time Exhibition occurs in grade 6 and mapped out in a scope and sequence or similar.

4. Student Portfolios

Purpose: Student portfolios are used as a reflection tool for students, families, and school staff. Portfolios serve as a collection of student work that demonstrates their journey through the PYP program. The portfolio is an exhibition of student inquiry, knowledge, and action.

Tools:

Binders and page protectors

Printing labels

Photographs when necessary

Learner profile reflections (student, teacher, parent)

Agreements:

- Portfolios will include the following:
 - A 3-ring binder that holds students' samples and reflections
 - A cover sheet for each student's binder with full name (draw or put pictures on front)
 - A cover sheet for each unit of inquiry (color coded)
 - A self-selected or teacher-selected piece of work from each unit of inquiry with labels, reflected on by the student.
 - Student PYP learner profile reflection (specific format to be agreed upon by each grade level) with labels
 - Any specific action that the student selects to add to the portfolio
- All staff will have input into the system that is developed for managing portfolios.
- The 3-ring binder will be kept for each student K-6th grade as the portfolio. The portfolio will be sent home at the end of 6th grade.
- PYP Portfolios are used to show student reflections and work examples.
- Review report cards and show class work samples, including progress and summative assessment results.
- Specialist, special education, and ELL teachers may be invited to submit samples. Administrators may be invited, as well.
- Interpreters can be available upon request.

5. Report Cards

Purpose: Inlet View Elementary School uses the Anchorage School District report card. The purpose of the report card is to report a student's progress towards meeting expectations to families.

Tools/strategies:

Tools include district provided report card rubrics and templates, as well as the district-wide grade recording and reporting system, Zangle.

Agreements:

- Reported at the end of each quarter, four times per school year.
- This report card uses both an effort-based system and a letter grade system depending on the academic area and the grade level of the student:

Effort-based System and Letter Grade System*

**N: Needs Improvement S: Satisfactory O: Outstanding*

**letter grades begin at grade 4: A, B, C, D, and F*

- It includes a teacher comments section that outlines student strengths and identifies areas for growth witnessed in the learning environment.
- This report card includes standards and behaviors, rated using the effort-based system.
- Days in attendance as well as numbers of days tardy are also recorded and displayed on the report card.

6. Teacher and Student-led Conferences

Purpose: Conferences are scheduled in order to develop relationships that allow for sharing student progress between the student, the parents, and the teacher. Various formats for conferences will be implemented including parent/teacher and student-led conferences. These meetings will offer the opportunity for parents to share information and provide students the opportunity to reflect on and share their growth with their teachers and parents.

Tools/strategies:

PYP Portfolios are used to show student reflections and work examples.

Review report cards and show class work samples, including progress and summative assessment results.

Specialist, special education, and ELL teachers may be invited. Administrators may be invited.

Interpreters can be available upon request.

Agreements:

- Teachers and families strive for 100% participation.

- Teachers meet with families at least 2 times per year.
- Fall conferences are led by the teacher, but students are encouraged to attend and share about their progress alongside the teacher.
- Spring conferences are student-led, so students can share their progress and reflections in all academic areas as well as the learner profile.

7. District and State Assessments: FastBridge, PEAKS, MAP, CCSS

Tools/Purpose/Agreements: these assessments provide an additional source of student achievement that informs teachers, providing information to further student growth.

Assessment Tool Purpose & Description; Data Use FastBridge Teachers administer FastBridge for ELA and Math at least 3 times per year for students in grades K-2. All students are encouraged to complete 45 minutes per week either at home or in school of supplementary assignments based on their FastBridge level and iReady Diagnostic placement. Progress monitoring assessments are available through FastBridge and used at teachers' discretion in all grades, K-6.

PEAKS Performance Evaluation for Alaska's Schools is given in spring to grades 3, 4, 5, and 6. Data from these assessments allows teachers and administrators to see and compare student progress as compared to that of their peers statewide. Students are assessed in ELA, Math, and in grade 4 Science as well. MAP The Measures of Academic Progress is given each fall, winter, and spring to all students in grades 3 through 6. It is given to precisely measure students' growth and performance, and shows projected proficiency. It supplies teachers with background knowledge in academic performance as well as academic skills needing attention.

CCSS Teachers are required to teach the Common Core State Standards for English Language Arts (ELA) and Math in grades K-6. Teachers use the district's priority standards documents and ELA framework (guided reading) to teach ELA standards. Teachers use Cengage's Reach for Reading program to teach and assess grade level ELA standards. Teachers use the district's priority standards documents and Math framework to teach Math standards. Teachers use the mathematics program iReady and other supplemental Math resources to teach and assess grade level Math standards.