

Bennett Elementary School, an IB World School Assessment Policy



Philosophy of Assessment

Assessment is an ongoing tool that supports instruction. At Bennett, we believe that through the use of various methods of assessment we can strengthen our teaching and guide our instruction to give our students the opportunity to be successful learners. Assessment “is essential to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:...” as stated in Making the PYP Happen.

Purpose

Students, staff, parents, administrators and board members must have a clear understanding of:

- The reasons for the assessment
- What is being assessed
- The criteria for success
- The method by which the assessment is made.

Assessment identifies where students are in the learning process and what students understand, know, and can do. Additionally, assessment helps to set measurable goals for learning and growth. By understanding our learners, we can adapt and change our instruction to help students and teachers reach expectations set forth by our program.

Characteristics of Effective Assessments

Parents

Informing parents of student progress aids in their understanding and ability to support the student’s learning, making them partners in the student’s education. In return, teachers benefit from having the parent’s perspective of the student’s development to improve instruction.

Teachers

Teachers gather evidence to guide the teaching and learning process, to define student needs, to adapt instruction to individual learning styles and multiple intelligences, and to communicate learning to students, parents, and staff.

Students

Students demonstrate their knowledge and skills in a variety of ways; they understand the criteria for quality product, and are capable of thoughtful self-assessment and reflection, and have the ability to set goals for themselves to further their learning.

Assessment Practice

Types of assessments may include, but are not limited to:

- Assessments required by our adopted district curriculum.
- All pre-assessments, formative and summative assessments in each unit of inquiry
- Student self-reflections
- Parent surveys and reflections
- Informal assessments such as observations, anecdotal records, discussion, conferences
- STAR tests for math and reading,
- Accelerated Reader tests to support literacy.
- State and local mandated assessments:
 1. **TCAP** (Transitional Colorado Assessment Program): Reading, Writing, Math - Spring
 - grades 3-5
 2. **DRA2** (Developmental Reading Assessment) – Fall/Spring (grades 1-5); Winter/Spring (K)
 - grades K-3 (all students)
 - grades 4-5 (select students)
 3. **MAP** (Measures of Academic Progress): Reading, Math – Fall/Winter/Spring
 - grades 2-5
 4. **ACCESS** (Assessing Comprehension and Communication in English State-to-State) - January
 - grades K-5 English Language Learners
 5. **CDE** (Colorado Department of Education) **Online Summative Assessments** - Spring
 - 4th grade Social Studies
 - 5th grade Science
 6. **EDM** (Everyday Math) **Summative Assessment** – May
 - grades K-5

Reporting:

Exhibition – 5th grade only

Portfolios that showcase student work and include self-reflections

Report Cards - quarterly

Parent/Teacher Conferences in the fall

Student Led Conferences in the spring

Weekly Thursday Folders

Learner Profile Reflections each semester

As requested by parents

Assessment Review

As a staff we will review our assessment policy annually.