Randolph Elementary Assessment Policy

The purpose of this document is to clarify teachers' understanding of the assessment process within our school setting. It is a constantly evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all teachers, students, parents, and administrators. It is directly linked to our mission statement, which is:

Our school promotes the ideals of international understanding through attitudes and learner profiles, and challenges students to develop the knowledge and skills of lifelong learners. We encourage students to become responsible, internationally minded citizens of the world. Our goal is that all members of our school community will become critical and compassionate thinkers and lifelong learners who demonstrate respect for the cultures, attitudes, and diversity of the world.

Philosophy:

We believe that the ultimate purpose of assessment is to guide our planning and instruction so that we can support and enhance student learning.

Purpose:

- To collect data that drives instruction and student learning
- To understand our learners
- To evaluate teaching to increase cross curricular planning
- To strengthen our learning process and practices as educators
- To identify students strengths and weaknesses and better understand our learners
- To individualize instruction based on student needs
- To monitor progress and growth within a community of learners
- Increase student inquiry
- To communicate student progress with students and parents
- To facilitate student's own understanding of their growth and progress

Types

Formative assessments are connected to instruction and learning to provide ongoing feedback on the learning process.

- Exit tickets
- Check lists
- Student reflections
- Exemplars
- Classroom observations
- Student/teacher conferences
- Rubrics
- Curriculum-based measures
- Peer review

- Pre-tests
- Individual review
- Progress monitoring
- ST Math, Dreambox, and Reflex math programs
- Responsive Classroom Morning meeting
- Portfolios

Summative assessments allow the students to show what is learned at the culmination of the teaching process. It also allows the teacher to determine the effectiveness of instruction.

- Unit tests
- Exhibition
- Individual/group projects or presentations
- State mandated assessments (SOLs)
- Power School
- Quarterly countywide Math/ELA assessments
- PALs
- Student reflections
- Developmental Reading Assessment (F&P)
- Developmental Spelling Inventory (DSA)
- ACCESS for English Language Student
- Developmental Math Assessment (DMA)
- Math Inventory
- Culminating projects
- IB summative assessments

Effective Assessments:

Allow students to…

- Demonstrate and share their learning and understanding
- Set goals for reaching expectations
- Use their own learning strategies and build on their own strengths
- Acknowledge different learning styles
- Build confidence in their own work and self
- Express their points of view and understanding
- Understand what their own needs are and how to improve
- Connect their learning to real world experience and guide the inquiry process
- Understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self and peer assessment

Allow teachers to…

- Use both quantitative and qualitative data to inform every stage of the teaching and learning process
- Collaboratively reflect on student progress and needs
- Differentiate their instruction
- Intervene at the first indication of student difficulty

- Define expectation and outcomes for student and teacher-led inquiry
- Adapt for learning styles
- Acquire data that can be used to inform students, teachers, school, and community
- Reflect on their own practice
- Prepare for future inquiries and student questioning

Allow parents to…

- Understand student learning and progress
- Provide support outside of school
- Celebrate learning and student accomplishments

<u>Documentation and Reporting</u>

- Portfolios are a collection of student artifacts that represent individual learning (not evaluative data)
- Power School Reporting Data
- Student-led Conferences
- Report cards