



Randolph Elementary School IB Assessment Policy



Philosophy

Assessment at Randolph is a critical element of the thoughtful, reflective, and effective support of student learning. Assessment should empower all members of the school community to evaluate knowledge acquisition, conceptual understanding, and skill mastery, as well as the development of the attitudes, motivation, and ability to apply knowledge, take action, and make the world a better place.

Assessment is continuous and provides feedback for student growth. Assessment includes, but is not limited to, measuring progress towards mastery of state standards of learning. Assessment is most meaningful when embedded in authentic student learning activities that encourage real world applications, the goal of learning at Randolph.

As IB learners, assessment provides the opportunity for students to utilize and demonstrate the learner profile attributes including being inquirers, knowledgeable, thinks, and risk-takers which promote acquisition of knowledge and mastery of skills. Through this development, students become internationally minded.

Rights and Responsibilities

The purpose of assessment at Randolph is to enhance teaching and learning through the evaluation of what students know, understand, and can do.

- All members of the learning community utilize assessment: students, teachers and administrators, and families.
- Assessment informs the work of Randolph's Collaborative Learning Teams (CLT).
- Staff engages in visible thinking protocols to analyze student work in CLTs at least once a quarter.
- Assessment at Randolph reflects clear and specific learning goals, success criteria, and connection to the learning process.
- Assessment is varied, including state, county, and school-designed assessments.
- Assessments happen throughout the inquiry cycle and provide opportunities for students to receive feedback on their performance.
- Assessment is student centered and student driven.
- The focus of assessments is student *progress* relative to established benchmarks and individual goals.
- Students are active participants in both the development of assessments and the evaluation process.



Randolph Elementary School IB Assessment Policy



- Students collaborate with peers to develop success criteria and learning goals at least once per a semester at each grade level.
- The development of the Approaches to Learning are reported on in Standards Based Report Cards
- Students collaborate with their peers to develop a reflection at least once per a semester at each grade level.
- Every student has an IB Portfolio
- Students track learning goals in their IB Portfolios.
- Assessments are opportunities for students to reflect on and improve their learning.
- Self-assessment and peer feedback opportunities contribute to students' continuous personal growth.
- Every classroom displays an inquiry cycle to evidence student learning
- Students complete a pre and post assessment for each unit of inquiry
- Assessment values continuous learning and growth.
- Materials, resources, and processes are fair and valid.

Practices

Assessment at Randolph is an ongoing process that provides teachers with information about student learning and progress. It is designed to help teachers make informed decisions about teaching and learning, and to support students in their development.

We have three main types of assessment:

Formative Assessment: This type of assessment occurs throughout the learning process and is used to provide feedback to students on their progress. Formative assessment can take many forms, including, but not limited to, observations, progress monitoring, evidence from inquiry cycle learning engagements, check-ins, conferences, and peer and self-assessment.

Summative Assessment: This type of assessment occurs at the end of a unit of inquiry or a specific learning experience. It is used to evaluate student learning and to provide feedback to students and parents. Summative assessment can take many forms including, but not limited to, project-based assessments, Standards of Learning assessments, and growth assessments.



Randolph Elementary School IB Assessment Policy



Assessment of Transdisciplinary Skills: The PYP also assesses students' development of transdisciplinary skills, such as thinking skills, communication skills, and social skills. These skills are assessed through a combination of formative and summative assessment.

We communicate and celebrate assessment with our learning community and may include:

- Conferences
- Student portfolios
- APS Standards Based Report Cards

Just as we value assessment as the opportunity to develop and grow, space is needed to assess and develop this policy to meet the needs of an ever-changing school environment. At the beginning of each school year the assessment policy will be shared with the learning community including at a staff meeting, posted on the school website and at Back to School Night. A revision process will be implemented every two years by the pedagogical team.