

Assessment Agreements

Hayes Elementary

Purpose of Assessment:

At Hayes Elementary, the primary purpose of assessment is to inform teachers, students, and families. Assessment informs teachers of what their students know, if the students understand what has been taught, and what topics need to be retaught to students. Teachers also use assessment data to determine how to best meet students' needs. Assessment also informs students. Students can use their assessment data to discover their strengths and weaknesses and to set goals for future learning. Finally, assessment provides parents with an understanding of their child's progress to better support and celebrate their child's learning.

High Quality Assessment:

Assessments are varied in type, and there are different purposes for assessments. At Hayes Elementary, we believe that regardless of the purpose of an assessment, there are shared characteristics which have to be in place to be considered *high quality*. These characteristics include:

- Assessment is ongoing; it does not happen just at the end of learning. (formative and summative)
- Teachers give students many opportunities to show their understanding and reassess as needed.
- Assessment results inform teachers, students, and curriculum decisions.
- Assessments are based on a clear set of criteria to determine level of proficiency.
- Assessment criteria are share with students prior to assessment.
- Assessments are relevant and appropriate; they assess knowledge, concepts, and/or skills.
- Assessment promotes development of critical and/or creative thinking skills.
- Teachers give students timely feedback.
- Assessment results are easily understood by others.
- Modifications are made when necessary.

Assessment Strategies and Tools:

We believe in using varied and valid assessment strategies and tools. Teams of teachers determine the appropriate assessment task based on the knowledge, concepts, and/or skills being assessed. These include, but are not limited to, the following:

Varied Assessments: <ul style="list-style-type: none">• Common District Assessments• Self-assessments• Response Journals• Tests and Quizzes• Oral Reports / Presentations• Performance Assessments• Observations• Open-ended tasks• Evaluating independent student work• Writing samples	Varied Tools: <ul style="list-style-type: none">• Rubrics• Checklists• Anecdotal Records• Comments (oral or written feedback)• Exemplars• Continuums• Conferences• Portfolios
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Report Cards

The purpose of our report cards is to give students, parents and families a clear description of the child's progress towards mastery of grade level expectations, based on the Minnesota State Standards. Progress is reported in the areas of reading and literacy, writing, mathematics, art, music, PE, media literacy, and Spanish. In addition, we report overall understanding in our transdisciplinary units of inquiry. Self-management and social skills are assessed and reported separately. There is also a student self-reflection on the IB Learner Profile that goes home with each report card.

Here is a copy of the general rubric that is used for assessing and reporting.

Scale	Descriptor
E	The student shows understanding of important information and applies understanding or exceeds expectations beyond what has been taught.
M	The student shows understanding of important information that has been taught.
P	Independently the student shows partial understanding of important information that has been taught or is able to show understanding with help .
N	The student does not demonstrate understanding of important information that has been taught.

Assessing the Learner Profile:

Students complete a formal learner profile reflection at the end of each semester. A copy of this reflection is sent home with report cards. Each grade level collaboratively develops their own Learner Profile self-assessment. Younger students reflect upon fewer characteristics each semester than students in the intermediate grades. Each self-reflection for the learner profile includes the following components:

- A cover sheet explaining the student assessment to parents and defining the characteristics of the learner profile being focused on during each term
- List of the characteristics being assessed
- A means for students to celebrate their growth in applying the characteristics of the learner profile in their own lives

Assessing the Essential Elements:

We assess all five of the PYP essential elements (knowledge, concepts, approaches to learning, attitudes, and action), either formally or informally. We recognize that some elements, such as attitudes and action, are mostly observed through student interactions, contributions, and self-reflections.

Our Portfolio Agreements:

At Hayes Elementary we keep an electronic portfolio for each of our students.

Purpose: A portfolio is a collection of student work which shows evidence of the process of learning and progress over time. Portfolios are a tool that can be used for student reflection. They are also a way to communicate learning with parents and families.

Organization: Students, with the help of their teachers, will each build their own electronic portfolio. We use Google Drive to manage and store these portfolios.

- The student portfolio folders will be owned by hayesportfolio@isd14.org. The PYP Coordinator will manage this google account.
- Student portfolios will be shared (with editing rights) with the student, classroom teacher, and specialist teachers.
- Portfolios will have folders for each grade level.
- Artifacts in the portfolio should be labeled clearly.
- When the student leaves the school, ownership of the folder will be transferred to the student.

Contributions:

- Teachers and students may choose artifacts for the electronic portfolio.
- Each year, include *at least* two artifacts from literacy, two from math, two from units of inquiry, and one artifact from each specialist area.
- Examples of artifacts may include but are not limited to: photos, videos, writing samples, work samples, reflections, I wonder questions, and formative or summative assessments.
- Modifications will be made for students when necessary.

PYP Exhibition:

The Primary Years Program (PYP) Exhibition represents a significant event for our fourth grade students. Students participate in a culminating project which synthesizes the five essential elements of the program (knowledge, concepts, skills, attitudes, and action). It is an opportunity for students to exhibit the learner profile attributes. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating, and offering solutions to real life issues or problems. The PYP Exhibition is the summative assessment of the students' learning at Hayes Elementary and is shared with the school community.

Common District Assessments:

Assessment	Grade Level	Dates Given
Minnesota Comprehensive Assessment: <i>Summative math and literacy assessments aligned with MN state standards.</i>	Grade 3 Grade 4	Spring (April – May)

Measure of Academic Progress (MAP or NWEA): <i>Norm-based math and reading national test.</i>	Grade 2 Grade 3 Grade 4	Fall (Sept – Oct) Spring (April-May)
District Math Benchmark Assessments: <i>Teacher administered formative assessments on math power standards.</i>	Kindergarten Grade 1 Grade 2 Grade 3 Grade 4	Ongoing throughout the year
Fountas and Pinnell: <i>Teacher administered comprehensive reading assessment.</i>	Kindergarten (semester 2 only) Grade 1 Grade 2 Grade 3 Grade 4	Fall (Sept-Oct) Spring (April-May)
Oral Reading Fluency: <i>Administered by reading intervention teachers, assesses ability to fluently read a leveled passage</i>	Kindergarten Grade 1 Grade 2 Grade 3 Grade 4	Fall (September) Winter (January) Spring (May)
Letter ID, Letter Sound, and Phoneme Segmentation: <i>Administered by reading intervention teachers, assesses ability to identify letters and letter sounds</i>	Kindergarten Grade 1 (Fall only) Additional Grades as needed	Fall (September) Winter (January) Spring (May)

Review of Assessment Agreements:

Our Building Leadership Team will review the assessment policy as needed, especially at times where there may be changes in our assessment practices.

During our PYP self-study and evaluation (once every five years), a committee will be formed to review all areas of the assessment policy. The committee will be made up of the building principal, PYP coordinator, 3 or more members of the building leadership team, and teacher volunteers. The purpose of this committee will be to review the current assessment policy, revise the policy as needed, and plan how to communicate our assessment policy to the staff.