

# Assessment Agreements

## *Stevenson Elementary*

### **Purpose of Assessment:**

At Stevenson Elementary, the primary purpose of assessment is to inform. 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 Stevenson Elementary, we believe that regardless of the purpose of an assessment, there are shared characteristics which have 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 shared 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:

<b>Varied Assessments:</b> <ul style="list-style-type: none"><li>● Common District Assessments</li><li>● Self-assessments</li><li>● Response Journals</li><li>● Tests and Quizzes</li><li>● Oral Reports / Presentations</li><li>● Performance Assessments</li><li>● Observations</li><li>● Open-Ended Tasks</li><li>● Evaluating Independent Work</li><li>● Writing Samples</li><li>● Projects</li></ul>	<b>Varied Tools:</b> <ul style="list-style-type: none"><li>● Rubrics</li><li>● Checklists</li><li>● Anecdotal Records</li><li>● Comments (oral or written feedback)</li><li>● Exemplars</li><li>● Continuums</li><li>● Conferences</li><li>● Portfolios</li></ul>
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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, physical education, media literacy, and Spanish. Comments and conversations with families are critical, especially with our students receiving Special Services and are making progress, but are not yet performing at grade level. In addition, we report overall understanding in our transdisciplinary units of inquiry. Self-management 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.

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

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

## Assessing the Learner Profile:

Each grade level develops their own Learner Profile self-assessment. Primary students reflect upon fewer characteristics each semester than the intermediate grades. Self-reflection for the learner profile will include 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
- For each characteristic of the learner profile:
  - Name of profile characteristics being assessed
  - A means for students to self-assess and celebrate their growth in applying the characteristics of 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.

## 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 Stevenson Elementary we keep a 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 Docs to create and store these portfolios.

- Each school year, classroom teachers create a folder for their class in their Google Drive. This folder should be labeled with teacher's name and school year. (e.g., Westerman 16-17) That folder will contain subfolders for each student.
- The classroom teacher shares the folder with the student, with rlsportfolio, and with all specialist teachers.
- Privacy settings should be set to "anyone with the link can view."

### 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 which may be posted include but are not limited to: photos, videos, writing samples, work samples, reflections, I wonder questions, and formative or summative assessments.
- Each contribution should include a reflection. Reflections can be handwritten by the student and uploaded as an image, typed in as a caption, or as verbal component of a video.
- Modifications will be made for students when necessary.

### Examples of evidence that could go in a student portfolio:

	K	1	2	3	4
Literacy	Literacy: Record students reading in the spring  Writing: 1 <sup>st</sup> and 2 <sup>nd</sup> Semester Writing Samples	Reading: *mp3's from Raz kids (winter and spring reading examples)  Writing: Copy of writing samples ( ex: Journal Writing, Information Reports, Personal Narratives etc)	<u>Literacy</u> *Reading Comprehension Assessments *Record Students Reading *Printed progress reports from Raz Kids  <u>Writing</u> *Autobiographies *Personal Narratives *Animal Reports *Procedural Writing *Persuasive Writing	Reading: a reading passage assessment, fluency recording, guided reading group assessment  Writing: a paragraph from one of our writing assessments, a Benchmark unit piece of writing (ie realistic fiction story) Could include prewriting, draft, and published work.	- Fluency recordings - Writing Project (ie: Science Fiction, Personal Narrative, etc.) - Other Possibilities: filmed book reviews, how-to speech, etc.
Math	Pattern Sample  Addition and Subtraction Benchmark Tests	*Performance Assessments	*Benchmark Assessments *Benchmark Student Progress *Graphs *Progress Reports from Khan or Front Row	-student graph showing growth and progress with math benchmark assessments -math unit test with reflection -fact fluency progress graph	- Math Fluency Progress Graphs - One Math Test with Reflection
Units of Inquiry	Tree Assessment  Favorite page from their "All About Me" books	*videos or pictures of Final Summative Assessments	*Assessments *Final Projects *Pictures, Videos, Artifacts of students demonstrating knowledge of key concepts, central idea, etc.	-photo, assessment, and reflection of a Unit of Inquiry assessment (ie light mobiles from How the World Works)	- Picture and Reflection from project or field trip - Base Camp - Exhibition - Presentations - State Report

					- Exhibition
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**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 a summative assessment and is shared with the school community.

**Common District Assessments:**

Teachers administer the following assessments for literacy and math.

<b>Assessment</b>	<b>Grade Level</b>	<b>Dates Given</b>
<b>Minnesota Comprehensive Assessment:</b> <i>Summative math and literacy assessments aligned with MN state standards.</i>	<b>Grade 3</b> <b>Grade 4</b>	<b>Spring (April – May)</b>
<b>Measure of Academic Progress (MAP or NWEA):</b> <i>Norm-based math and reading national test.</i>	<b>Grade 2</b> <b>Grade 3</b> <b>Grade 4</b>	<b>Fall (Sept – Oct)</b> <b>Winter (January)</b> <b>Spring (April-May)</b>
<b>District Math Benchmark Assessments:</b> <i>Teacher administered formative assessments on math power standards.</i>	<b>Kindergarten</b> <b>Grade 1</b> <b>Grade 2</b> <b>Grade 3</b> <b>Grade 4</b>	<b>Ongoing throughout the year</b>
<b>Fountas and Pinnell:</b> <i>Teacher administered comprehensive reading assessment.</i>	<b>Kindergarten</b> <b>Grade 1</b> <b>Grade 2</b> <b>Grade 3</b> <b>Grade 4</b>	<b>Fall (Sept-Oct) *Grades 1-4</b> <b>Winter (Jan) *Kindergarten</b> <b>Spring (April-May) *Grades K-4</b>
<b>Oral Reading Fluency:</b> <i>Administered by reading intervention teachers, assesses ability to fluently read a leveled passage</i>	<b>Grade 1</b> <b>Grade 2</b> <b>Grade 3</b> <b>Grade 4</b>	<b>Fall (September) *Grades 2-4</b> <b>Winter (January) *Grades 1-4</b> <b>Spring (May) *Grades 1-4</b>
<b>Early Reading Skills Assessments:</b> <i>Administered by reading intervention teachers, assesses pre- and early reading skills including alphabet recognition, phonemic awareness, high-</i>	<b>Kindergarten</b> <b>Grade 1</b> <b>Additional Grades as needed</b>	<b>Fall (September) *Grades K-1</b> <b>Winter (January)</b> <b>*Kindergarten</b> <b>Spring (May) *Kindergarten</b>

<i>frequency word knowledge and concepts about print.</i>		
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**Review of Assessment:**

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.