



Garden Hills Elementary Assessment Policy

This policy outlines the beliefs and values about assessment at Garden Hills Elementary School. Instructional representatives have created and revised the content of this document. This document will be reviewed annually.

Philosophy

Assessment is a process of collecting, analyzing and reporting data. We, at Garden Hills believe assessment is essential to all teaching and learning. It should be authentic, relevant, ongoing, rich, and engaging. It should effectively guide students through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take action.

We will use a wide range of assessment including pre, formative, summative, student and teacher reflections, and peer or self-evaluations. The assessment will be continually modified. We will take into consideration the different learning styles of the students. The assessments will be data driven to help differentiate instruction while focusing on concepts, and transdisciplinary skills, as well as facts, specialized skills, and learner profiles.

All members of the learning community (parents, teachers, students, district and building administrators, and stakeholders) will be informed of the assessment process. They will receive ongoing feedback through an efficient system of recording, analyzing, sharing, and storing of data. These assessments will act as a foundation on which we will base our future planning and practices.

Purposes of Assessment

The purposes of assessment are manifold. Assessment tells us what concepts, knowledge, and skills our students have obtained and to what degree they have mastered performance standards. This allows teachers to identify student strengths and weaknesses as well as the teachers' own effectiveness. In addition, assessment informs others, including students, colleagues, and parents, of general and specific outcomes of the program. Assessment can be used to determine learning styles and thus lead to differentiation of instruction.

Characteristics of Assessment

The guiding principles of assessment at Garden Hills' are for them to be:

- Accurate, reliable, and fair (culturally unbiased)
- Consistent, clear, and concise
- Meaningful and thought provoking
- Ongoing and engaging
- Challenging
- Garden Hills' students will be assessed through reflections on the attributes of the learner profile.

Assessment Tools

Garden Hills is dedicated to utilizing a diverse range of testing formats to assess learning, growth and the student's ability to apply learned skills and concepts. The following types of assessments will be used to evaluate: IB PYP, GHES, APS, state-wide, and national goals.

Formative assessment connects instruction and learning to provide instant and frequent feedback on the learning process. This allows teacher and student to guide instruction, providing a glimpse into the effectiveness of instruction and enthusiasm of the learner. Examples may include writing portfolios, anecdotal records, student reflections, student/teacher feedback, peer evaluations, graphic organizers, thinking maps, student conversation, classroom participation, individual and group information or progress, and skill development. Formative assessment can be used both to evaluate academics, as well as the learner profile and student growth.

Summative assessment allows the learner to show their learning outcome at the culmination of the unit. Expectations clearly defined by teacher provide a model for students and a learning strategy to demonstrate the desired result. This allows the teacher to measure the understanding of the central idea and inquiry points, but also can inform and improve student learning and instruction. This form of assessment looks like: presentations, tests, individual, or group projects to demonstrate the understanding of an entire unit or problematic scenarios at the conclusion of a PYP unit.

Mandatory assessment stems from campus, district, state, and federal required assessments.

- Student portfolio-reflections, WSO (Pre-K)
- Classroom based assessments - pre and post-tests, observations, anecdotal records, discussion, conferring, conferences, running records, DRA, Fountas & Pinnell, Orton Gillingham Screening, AR, STAR, rubric
- APS district selected benchmarks
- Physical Education Assessment: Fitnessgram K-5th
- Georgia Milestones Test (3rd – 5th)
- ACCESS Test (English Language Learners)
- Office of Early Learning Assessment, PALS (Pre-K only)

Any other assessments that match this criteria and/or as required by our stated curriculum and resources

- Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- National Assessment of Educational Progress (NAEP) 4th grade only
- MAP, NNAT3, GRS, Product Assessment (Gifted Education)
- ACCESS, WIDA K Model, WIDA SCREENER (ESOL only)
- Accelerated Reader tests
- 5th grade World Language Assessment ???
- Self-evaluation
- Peer evaluation
- Student-led conferences
- Student portfolio, WSO
- STAMP (DLI)
- 5th grade Exhibition

Conferences/Communication

Purpose: Positive and timely communication between teachers, students and parents is a GHES core value. Students are successful when we share our expectations and goals through teacher/parent, teacher/student, and student-led conferences.

- **Parent/Teacher Conference:** Teachers and parents will conference at least once during the fall to address goals and concerns for the year to come. Additional parent/teacher conferences will be scheduled throughout the year as needed to discuss pertinent information to achieve academic success. Teachers will also communicate with parents through a weekly take-home folder.
- **Teacher-Student Conference:** Teachers will conference with students on a continuous basis throughout the school year. This is an on-going informal or formal process that happens almost daily.
- **Student-led Conference:** During the spring, GHES students will lead a conference with their parent. Students will have the opportunity to highlight their best work, reflect on the learner profile, and set future academic and behavior goals. Student led conferences allow for self-assessment and communication with the parent about future expectations.
 - **Items to include in Student-led Conferences:**
 - **Reading:** Present an activity, project or manipulative that demonstrates success in a specific reading skill
 - **Language:** Select a writing sample from the writing portfolio (grades 2-4) in lower grades; select an example of written work.
 - **Math:** Present an activity, project or math manipulative that demonstrates success in a specific math skill

- **Science /Social Studies:** Select samples from one of PYP planners that demonstrates understanding of a science/social studies inquiry
- **Learner Profile:** Grades 2-4 Complete and share from a Learner Profile assessment and reflection.
- Grades K-1 Complete and share from a Learner Profile picture page
- **Goals:** Complete and share academic and Learner Profile goals for the next year

Assessment Reporting

Reporting on assessment will take place systematically after ongoing assessments. They will occur during parent-teacher conferences, student-led conferences, student and teacher end of unit reflections, student self-reflections on IB Learner Profile at the end of each quarter. Student Support Team, Individual Education Plan (IEP) and 504 meetings also include time to discuss data collected from assessments to assist teachers in evaluating and improving instructional practices. Parents are provided access to the parent portal on Infinite Campus to view students' classwork, assessments and participation grades. Report cards are sent home quarterly. State mandated test results will be provided to parents as they become available.

Professional Development

At GHES we ensure that all staff members will be provided with various opportunities for ongoing professional development. We will accomplish this goal by the following:

- PYP coordinator will ensure all IB trainings are fulfilled by all staff members in a timely manner
- After staff members have attended workshops, they will effectively redeliver the materials and resources acquired at the workshop
- New teachers and staff will be provided an introduction to the world of IB
- The faculty will provide various workshops for parents and community members
- The school leadership team will provide/organize training for supporting school-specific programs
- The School Counselor and Testing Coordinators will provide support for testing skills and strategies

Roles and Responsibilities

Garden Hills is informed of and committed to the IB program standards and practices through the PYP coordinator and IB websites in relation to teaching and learning. We are informed regarding current research and best practices in language learning through district workshops, Professional Learning Communities, conferences, and in-school redelivery.

The IB Leadership Team ensures that the assessment policy supports the PYP philosophy. Common planning and training ensures all teachers are PYP teachers and part of the PYP community. Teachers, support staff, administrators and PYP coordinator are responsible for communicating the assessment policy to all Garden Hills constituents. The principal, assistant principal, PYP coordinator and district program coordinators are responsible for teachers' professional development regarding assessment teaching and learning. Garden Hills will ensure that the assessment policy is implemented, understood and supported by all constituents through staff and stakeholders' meetings, parent workshops, and communication of this policy by Garden Hills' teachers.

Progress in the practices will be assessed and recorded using benchmark tests, unit tests, GKIDS, Georgia Milestones End of Course tests, Fountas and Pinnell BAS, ESOL testing, and STAMP Assessment. The PYP coordinator and IB Leadership Team will review and revise Garden Hills' assessment policy annually.

Adopted: 13 April 2005

Last revised: 1 October 2018