Barack Obama Elementary School
IB PYP Candidate School
176 William Street
Hempstead, New York 11550

Assessment Policy

The purpose of this document is to clarify teachers' understanding of the assessment process within our school community. It is an evolving document which reflects our school's needs. It applies to the whole school and is consistently implemented across grade levels. This will provide a context for reflection, which in turn will help your students improve concentration and focus, foster and develop creative, critical thinking and meta-cognitive skills. This policy is in alignment with the school's mission statement.

Mission Statement: Through collaboration, inquiry based learning and community partnerships, Barack Obama Elementary School strives to provide a nurturing and engaging learning environment to support all learners so that they can become global citizens.

International Baccalaureate Program Standards and Practices
Standard C4: Assessments
Assessment at the school reflects IB assessment philosophy.

● C4.1: Assessment at the school aligns with the requirements of the program.

● C4.2: The school communicates its assessment philosophy, policy and procedures to the school community.

● C4.3: The school uses a range of strategies and tools to assess student learning.

● C4.4: The school provides students with feedback to inform and improve their learning.

● C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the program.

● C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the program.

● C4.7: The school analyses assessment data to inform teaching and learning.

● C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work

Philosophy: We believe assessment is an ongoing progressive and holistic process. Through a variety of engaging and observable learning experiences students are able to acquire knowledge, skills, an understanding of concepts, develop attitudes and attributes and make decisions to take action. * All students are unique and possess varying skills, knowledge and abilities, which can be identified through assessments.

Category of assessments:

- **Pre-assessments** are administered before students begin a lesson or unit. Students are not necessarily expected to know most, or even any, of the material evaluated by pre-assessments—they are generally used to (1) establish a baseline against which educators measure learning progress over the duration of a program, course, or instructional period, or (2) determine general academic readiness for a course, program, grade level, or new academic program that student may be transferring into.

- **Formative assessments** are tools frequently administered to gauge student conceptual understanding and skill level. Data collected from formative assessments inform teachers and students and help them to determine course of action. Measurements provide understanding as to the need for academic intervention, acceleration, and/or other modifications. This form of assessment does not have a high impact on academic ranking or the student grade point average. The purpose of this assessment is to improve student learning and to provide feedback. Reflection upon the feedback yields growth and student autonomy. The feedback should inspire goal setting.

Examples: Pre-test   Entrance and exit tickets
                Annotation   Standardized test scores

- **Summative assessments** are tools used to determine student mastery of grade level skills, content and concepts. This assessment is usually administered or evaluated at the end of an instructional unit. It measures the level of proficiency as it relates to standard level of achievement. The purpose of this assessment is to monitor student learning and retention of understanding.

    Examples: Presentations   Portfolio Exhibitions
                   Individual or group project   Traditional Examinations

- **Self-assessments** are ongoing throughout the unit. Student self-assessment involves students in evaluating their own work and learning progress. Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can identify their own skill gaps, where their knowledge is weak and see where to focus their attentions. Students are able to use this information set realistic goals and track their own progress.

  https://teachingcommons.stanford.edu/...students/assessing-student.../student-self-assessm...
  https://www.edglossary.org/assessment/

We assess our students in order to:

- Provide students with the tools and opportunity for self-reflection and improvement in their studies.
- Inform instruction and planning
- Provide feedback and guide learning
- Celebrate student progress and performance
- Allow opportunity for goal setting
- Provide parents with information to understand and appreciate their children's efforts, progresses and achievement over time.

Characteristics of Effective Assessments:

- Assessment practices and evaluations are fair to all students
- Assessment criteria is known and understood prior to the assessment being given
- Promote student reflection and self-evaluation
- Assessments may be differentiated according to the student's abilities

- Assessments provide the opportunity for collaboration between student and teacher, students and their peers
- Produce evidence of student growth and learning that can clearly be reported and understood by students, parents, teachers and administrators

Assessment Tools – (Included but not limited to these examples)
Interactive Notebook and Folder (required)
Portfolios (required)
Rubrics
Checklist
Anecdotal Notes
Quiz
Chapter test
Projects
Performance Task

Assessment Schedule

Grades 1- 6

Week	Testing	Grades Impacted
September	NWEA	Grades 1-6
September	iReady	Grades 1-6
September	Running Records	Grades 1-6
March	NYS English Language Arts	Grades 3-6
April	NYS Math Testing, Make-Ups, & NYSESLAT	Grades 3-6
May		All
May	NYSESLAT	All
May	4th Grade Science	4th Grade
May	Exhibition	Grade 5 and 6
May	Field Testing, NWEA, iReady and Running Records	Multiple
June		
June	NWEA & iReady	All

District Grading Policy
Grading System (4710)

Grading will not be used for disciplinary purposes, i.e., reducing grades for an unexcused absence, although a lower grade can be given for failure to complete assigned work or for a lack of class participation.

Grades 1-6
For grades 1-6, the Grading System for Achievement will be used as the marking key to indicate the student's performance in relation to the standards.

(4) Independent- At this time, the child understands and meets expectations for task or behavior.

(3) Developing-At this time, the child's progress toward tasks or behavior is steady and consistent.

(2) Beginning- At this time, the child is making attempts to accomplish the task.

(1) Experiencing Difficulty- At this time, the child is unable to complete tasks or exhibit appropriate behavior without assistance.

4= 90 -100%
3= 80 – 89 %
2= 70 -79%
1= 69% or less

The classroom teachers shall be guided by the criteria set forth for grading students. They will use the following factors to calculate the achievement and performance of the students in assigning quarterly grades:

Districtwide Per Quarter

Criteria	Grade Percentage
Test Grades	60%
Projects	20%
Classwork	10%
Homework	10%

Recording and Reporting Practices

Student Progress Reports to Parents (4712)

Progress reports of each individual students academic achievement will be issued periodically following an evaluation by the appropriate teacher(s) or other professional personnel. This report shall be based upon full information, accurately and honestly reported with proper maintenance of confidentiality.   Copies of letters sent to parents/guardians relating to a particular situation or problem should be kept in student folders.

In addition to these periodic reports, parents shall be notified when a student's performance requires special attention. Parents are urged to visit the school and confer with teachers. They are requested to arrange appointments in advance through the school office.

Grade Reporting Period	Time Period
Weeks 1-5	Quarter 1 Progress Report (ENL, Students with IEPs)
Weeks 6-10	Quarter 1 Term Report
Weeks 11-15	Semester 1 Progress Report (ENL ,Students with IEPs)
Weeks 16-20	Semester 1 Report
Weeks 21-25	Quarter 3 Progress Report (ENL ,Students with IEPs)
Weeks 26-30	Quarter 3 Term Report
Weeks 35-40	Semester 2 Progress Report (ENL ,Students with IEPs)
Weeks 41-45	Semester 2 Report
	Final Report

Parent/Guardian-Teacher Conference (4714)

Teachers meet with parent(s)/guardian(s) to discuss student challenges and progress. When a parent requests a conference with a teacher, the teacher shall make every effort to arrange a mutually convenient time. Such conferences should be scheduled around the school day so as not to interfere with the instructional process. Teachers should notify the appropriate Building Principal in advance of such conferences.

Conferences may include but are not limited to:

- Communicating student achievement to parent
- Goal setting
- Review of objectives and Tasks
- Review of data and artifacts Collected
- Presentation of growth
- Student-Led conferencing*
- IB PYP Exhibition (5th and 6th grades only) *

*A student-led conference is a conference with parents led by the student. This conference offers the student the opportunity to self-reflect on their learning and set goals. It demonstrates their communication skills and attributes of the learner profile. This gives parents a clear insight into the kind of work the student is doing. The role of the classroom teacher is a facilitator in the conference process. (Student agency maybe included)

*The IB PYP Exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. The exhibition involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community.

Reference

https://www.learning-theories.com/experiential-learning-kolb.html
https://teachingcommons.stanford.edu/...students/assessing-student.../student-self-assessm...
https://www.edglossary.org/assessment/
https://www.ibo.org/programmes/primary-years-programme/curriculum/assessed-curriculum/

*Essential Elements of Written Curriculum

Making the PYP Happen: pg. 10

Knowledge - Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.

Concepts- Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.

Skills -Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

Attitudes- Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

Action- Demonstrations of deeper learning in responsible behavior through responsible action; a manifestation in practice of the other essential elements.

Holistic assessment refers to the process of using multiple sources to continually gather information on a child's development, to provide feedback to support and guide learning. ... Students clarify learning intentions, **assess** themselves and one another, set goals for improvement, and track and communicate their progress.