

Charles Hay World School
Assessment Policy
2015-2016

Beliefs:

At Charles Hay World School, assessment is a tool that drives instruction. We view assessments as an integral part of teaching. Pre-assessments determine what students already know about the unit of study and prepare students for making connections. Formative assessments are embedded in everyday teaching to inform and focus the next stage of instruction on what students need. Formative assessments are an ongoing process that involves the teacher and student in tracking progress and improving practice. Summative assessments are given at the end of a unit of inquiry to provide opportunities for students to demonstrate their learning. Assessments help us understand our learners, adapt and change our instruction and help students and teachers reach expectations set forth by our program.

- The teaching staff of Charles Hay World School recognizes the importance of providing students with clear criteria for success for all grade level targets.
 - Rubrics
 - Checklists
 - Student anchor charts
 - Exemplars
 - One-on-one conferences/conferring

- Informal student self-assessment and anecdotal notes will be used to add to the body of evidence necessary for teachers and students to determine a student's level of performance in order to improve.

- The students of Charles Hay World School will complete self-reflections on their progress towards exemplifying the attributes of the IB Learner Profile after every Unit of Inquiry.

- Portfolios and student-led conferences will be an important part of tracking student progress and reporting to parents and students. Both provide opportunities for students to be integral team members in their education. Portfolios provide a profile of students' understanding and an account of their learning throughout their school career. Student-led conferences are held in the spring.

- Classroom teachers work with specialists, interventionists, and grade-level team members to collaborate on strategies for reaching specified goals when academic or behavioral needs are identified. Data is collected and analyzed, instructional strategies are put in place, and students are assessed and monitored. Based on their progress, students may continue in the intervention, be exited out of the intervention, or move into a different type of intervention. The needs of the students are at the center of this process

known as Multi-Tiered Systems of Support (MTSS). The MTSS approach strives to match the levels of support with students' levels of need and is applied to both academic and social/emotional/behavioral needs.

- The PBIS committee made up of classroom teachers and specialists meet regularly to review and analyze grade level and school-wide behavioral data looking for trends and instituting change in problematic areas. Grade level teachers also meet once a week in Data Teams to review data and do progress monitoring.

- Mandatory Assessments required for all teaching staff:
 - *Formative and summative assessments from all 6 Units during the school year.
 - *PARCC test required by the State of Colorado grades 3 and above only.
 - *CMAS test required by the State of Colorado grades 4 (Social Studies) and 5 (Science) only.
 - *Aimswest Reading Benchmark Assessment administered 3x/year grades K-6
 - *Acuity test administered three times/year grades 3-6.
 - *District Writing Sample four times/year.
 - *Bridges Math Unit Assessments

Optional: DRA2 (Developmental Reading Assessment 2) (all grades) and DRA2 diagnostic assessments (grades K-3) to be administered at least two times during the year.

- As a staff we will review our assessment agreements annually.