



A World-Class Community of Learners



District Assessment Beliefs and Practices

Fridley Public Schools

PURPOSE OF ASSESSMENT

The primary purpose of assessment is to gather evidence of learning and to inform instruction. Assessment informs teachers of what students understand, guides classroom instruction, shows which concepts need to be re-taught, and where there may be gaps in learning and curriculum. Assessment provides students with feedback on their learning, identifies areas of strength and weakness, and allows them to set goals for future learning. Assessment provides parents with an understanding of their child's progress and helps them better support and celebrate their child's learning. It should also inform parents about student progress against a given standard.

PRINCIPLES OF ASSESSMENT

Assessments are varied in type and serve different purposes. They allow students multiple opportunities to demonstrate their understanding. Assessment is an ongoing process and does not happen just at the end of a course or a unit of study. Results inform both students and teachers and are easily understood by all stakeholders. There is an emphasis on both formative and summative assessment.

Regardless of the purpose of an assessment, high quality assessments:

- Measure progress toward the instructional goals.
- Assessments are based on a clear set of criteria to determine level of proficiency.
- Align with clear criteria given to students prior to an assessment.
- Assessments are relevant and appropriate; they assess knowledge, concepts, and/or skills.
- Teachers provide timely, actionable, and respectful feedback about progress made and areas for growth.
- Allow opportunities for students to reflect on their learning.
- Teachers give students many opportunities to demonstrate their learning and reassess as needed.
- Provide students with an understanding of areas for growth and allow for reassessment.
- Provide opportunities for students to share their learning with others.
- Differentiate to challenge and provide modifications when necessary.
- Assessments are learner centered and culturally relevant.
- Assessment results inform teachers, students, families, and curriculum decisions.
- Assessment practices support students to become assessment capable.

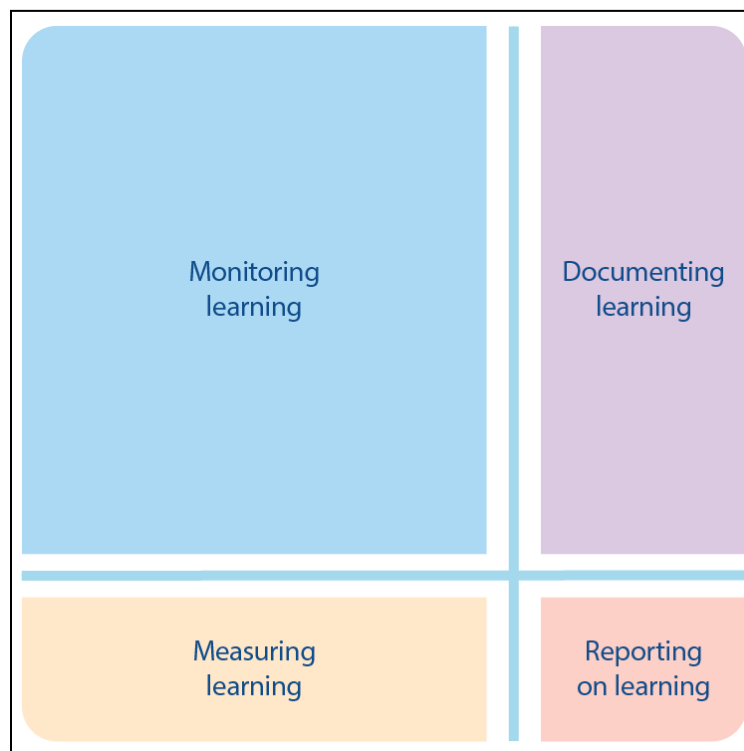
- Modifications and/or accommodations are made when necessary.

ASSESSMENT AND CURRICULUM

- Assessments drive the curriculum and are aligned with the written and taught curriculum.
- Curriculum and assessments are aligned vertically, building on prior knowledge, skills, and concepts.
- Teachers teaching the same course will use common assessments.
- Assessments are aligned with the IB curriculum framework

FOUR DIMENSIONS OF ASSESSMENT

We structure our functions for assessment into the following dimensions: monitoring, documenting, measuring and reporting. Although all dimensions are important, there is an emphasis on monitoring learning to provide actionable and timely feedback to students.



PYP

Monitoring Learning and Documenting Learning

We believe in using varied assessment strategies and tools. Teachers determine the appropriate assessment strategy/tool based on the knowledge, concepts, and/or skills being assessed. We assess all of the key elements of the PYP framework (knowledge, concepts, approaches to learning, learner profile and action) either formally or informally. We recognize that some elements, such as the learner profile and action, are mostly observed through student interactions, contributions, and self-reflections. Our strategies include but are not limited to, the following:

- Observations
- Open-ended tasks
- Evaluating Independent Work
- Writing Samples
- Self Assessments
- Anecdotal records
- Rubrics
- Checklists
- Comments (oral or written)
- Conferring
- Response Journals

Portfolios:

Fridley Elementary schools use an individual electronic portfolio to document a compilation of evidence of student learning. The E-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. We use Google Docs to create and store these portfolios. Students, with the help of their teachers, will each build their own electronic portfolio.

Each school year the PYP coordinator transfers each student's e-portfolio folder into their current teacher's classroom folder. That folder will contain subfolders for each student.

- The PYP coordinator shares the folder with the student, with rlsportfolio/hayesportfolio, 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, evidence of learner profile reflection, one artifact from specialist areas.
- 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 a verbal component of a video.
- 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. As a result, students collaboratively demonstrate their understanding of an issue they have chosen to explore. This inquiry is both individual and with their peers, and is guided by a mentor who is a member of the learning community (for example a teacher, a parent or an administrator). The Exhibition is an opportunity for agency, so students plan, present and assess their learning and demonstrate their ability to take action. Fourth graders will work towards selecting the key and related concepts, developing their own central ideas, and lines of inquiry, and deciding what skills they need to develop.

Measuring Learning

Our PYP elementary schools use multiple data points to evaluate student progress. The table below shows both the state and district assessments given throughout the year. The data collected from these assessments are used to plan for and support evidence-based decision-making in the areas of math and literacy instruction and intervention.

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)
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
Fastbridge earlyMath Assessment: <i>Assesses early numeracy skills through early math assessment subtests that measure accuracy and automaticity.</i>	Kindergarten	Fall Winter Spring
Fastbridge aMath Assessment: <i>Measures broad math abilities and predicts overall math achievement in counting and cardinality; operations and algebraic thinking; number and operations in Base Ten; number and operations with fractions; measurement and data; and geometry.</i>	Grade 1 Grade 2 Grade 3 Grade 4	Fall Winter Spring
Fountas and Pinnell: Teacher administered comprehension reading assessment.	Kindergarten Grade 1 Grade 2 Grade 3 Grade 4	Ongoing throughout the year
FASTbridge Early Reading Skills Assessment: <i>Administered by</i>	Kindergarten Grade 1	Fall Winter

<i>reading intervention teachers, assesses pre-and early reading skills including alphabet recognition, phonemic awareness, high-frequency word knowledge and concepts about print.</i>		Spring
Fastbridge a-Reading Assessment: <i>Assesses broad reading ability and predicts overall reading achievement in concepts of print, phonological awareness, phonics, vocabulary, comprehension, orthography, and morphology.</i>	Grade 2 Grade 3 Grade 4	Fall Winter Spring
Fastbridge AUTOREading: <i>Assesses accuracy and automaticity with phonics, spelling, and vocabulary skills.</i>	Grade 4	Fall Winter Spring
CBMreading: <i>Assesses oral reading fluency with connected text.</i>	Grade 2 Grade 3 Grade 4	Fall Winter Spring

Reporting on Learning

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.

This 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 meets grade level expectations and 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.

Teachers have composed rubrics specific to subject areas and units of inquiry that align with this overarching, scaled rubric.

Conferences

Formal, teacher/family conferences are held twice annually. While conference time-frames fluctuate from year to year. The approach to these conferences is a combination of teacher and student-led conversations, providing a snapshot of students' academic and social progress. Student reflections on learning are shared as well as identified strengths and areas for growth in both Learner Profile attributes, social emotional learning and academic skill areas.

MYP

Monitoring Learning

- Students are encouraged to be involved in the development of criteria, checklists, and rubrics.
- Assessment strategies and tasks may include observation, selected response, open-ended tasks, performance, process journals, portfolios, essays, examinations, questionnaires, investigations, research, presentations (oral, written, graphic), creative product

Measuring and Documenting Learning

- Assessments are aligned with MYP objectives and statements of inquiry
- Each criterion is assessed a minimum of twice each semester
- The Personal Project will be assessed using MYP Personal Project criteria in 10th grade.

Reporting the Learning

- Assessment and evaluation practices and expectations are discussed with students at the beginning of each unit
- Curriculum is shared with parents and families through course syllabi, course descriptions, newsletters, open houses, and conferences.
- Evidence of learning is shared with parents through conferences, progress reports, and report cards at semester end.
- Parents will have access to student progress through the Infinite Campus parent portal.
- The final level of achievement for each criterion is reported
 - Fridley High School will also report a traditional letter grade

Assessment	Grade Level	Dates-Given
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Minnesota Comprehensive Assessment: <i>Summative math and literacy assessments aligned with MN state standards.</i>	Reading Grades 5, 6, 7, 8, 10 Math Grades 5, 6, 7, 8, 11 Science Grades 5, 8, 11	Spring (April-May)
District Math Benchmark Assessments: <i>Teacher administered formative assessments on math power standards.</i>	Grades 5, 6, 7, 8, 9, 10	Ongoing throughout the year
Fastbridge aMath Assessment: <i>Measures broad math abilities and predicts overall math achievement in counting and cardinality; operations and algebraic thinking; number and operations in Base Ten; number and operations with fractions; measurement and data; and geometry.</i>	Grades 5 and 6	Fall Winter Spring
NWEA MAP Math <i>Measures broad math abilities and predicts overall math achievement in number and operation, algebra, data analysis and probability, and geometry.</i>	Grades 7 and 8	Fall Spring
Fastbridge a-Reading Assessment: <i>Assesses broad reading ability and predicts overall reading achievement in concepts of print, phonological awareness, phonics, vocabulary, comprehension, orthography, and morphology.</i>	Grades 5, 6, 7, 8, 9, 10	Fall Winter Spring
Fastbridge AUToreading: <i>Assesses accuracy and</i>	Grades 5, 6, 7, 8, 9, 10	

<i>automaticity with phonics, spelling, and vocabulary skills.</i>		
Pre-ACT and ACT <i>College admissions test measuring academic readiness for postsecondary education. (State graduation requirement)</i>	Pre-ACT Grade 10 ACT Grade 11	Spring

Diploma Programme & Career Related Programme

Monitoring and Documenting Learning

- Student learning is aligned with DP/CP Objectives
- Feedback is given on practice or formative activities in alignment with IB objectives, rubrics, and markschemes
- Rubrics and markschemes are taught to students prior to a unit or assessment and exemplars are made available for students to self-monitor their progress towards learning objectives
- Assessment tasks in the format of IB external exams will be given to students to increase understanding and preparation for exams and to monitor progress towards learning objectives
- High quality feedback will be given to students with clear direction for improvement

Measuring Learning

- Learning is measured in a criterion-based system using DP objectives, on a 1-8 scale for consistency with MYP.
- Approaches to Learning Skills are measured throughout each semester on an E-M-P-D scale consistent with MYP.
- Feedback with respect to progress on Approaches to Learning skills will be given separately from progress on academic objectives

Reporting on Learning

- Criterion scores on the 1-8 scale are converted to letter grades A-F at the end of each semester. Official transcripts show only the A-F letter grade for the course.
- Course assessments in preparation for formal IB assessments will use IB rubrics or markschemes.
- Approaches to Learning Skills scores are determined and reported each semester.
- A syllabus or course outline is available for parent review.
- Evidence of learning will be shared with parents through conferences, progress reports, and report cards at semester end.
- Parents will have access to student progress through an online portal.

IB-Required Assessments:

- Assessment and evaluation practices and expectations are discussed with students at the beginning of courses and/or units, including definitions of command terms and the evaluation tools that will be used (rubrics, markschemes, etc.)
- Internal assessment tasks are an integral part of the curriculum.
- DP teachers will maintain a calendar of internal IB deadlines to maintain a manageable expectation for student workload.
- Students will be given teacher-created assessment tasks that model the format of external IB assessments to allow students to become familiar with these formats and expectations.
- Students may not have multiple attempts on IB internal or external assessment tasks – IB regulations must be followed.
- Support and/or modifications will be provided to students identified with special educational needs, including arrangements made with IBO for candidates with assessment access requirements.

Student Expectations

- Students will have multiple opportunities to demonstrate their learning.
- Reassessment opportunities are offered on teacher-created summative assessments.
- Students are expected to engage in learning outside of the classroom, but homework expectations should also reflect the need to maintain student well-being.

References:

Assessment in the Primary Years Programme

Guidelines for developing a school assessment policy in the Diploma Programme

Review of Assessment Policy and Practices:

Our assessment policy and practices provide transparency to our learning community. We share this policy annually with new and returning teachers. Each IB program will regularly review and revise the assessment policy to keep it up-to-date with our evolving practices.

During our IB self-study and evaluation (once every five years), a stakeholders committee is formed to formally review all areas of the assessment policy. The committee is composed of the director of teaching and learning, IB coordinators, principals, teachers, and parents.

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