



Casita Center, an International Baccalaureate World and STEM School

Assessment Policy

Updated 9/30/20

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CASITA CENTER MISSION, VISION AND VALUES STATEMENT

The mission of Casita Center is to develop a community of compassionate, responsible lifelong learners who respect people's differences and take action to create a more peaceful world.

ASSESSMENT PHILOSOPHY

Assessment is integral to learning and teaching. In order to create an assessment-capable learning community (students, educators, support staff, administration, parents), we believe that the assessment process is transparent, collaborative, and inclusive. Assessment informs planning, instruction, and reflection to support students in developing the metacognitive skills to be an agent of their own learning. Our assessment capable community continually reflects on the efficacy of our PYP program implementation.

STRUCTURE OF ASSESSMENT

Our assessment structure is based on the 4-Dimensions of Assessment. This includes monitoring, documenting, measuring, and reporting of learning.

Monitoring Learning	Documenting Learning	Measuring Learning	Reporting Learning
<i>Check learning progress against personal goals and success criteria.</i>	<i>Compilations of evidence of learning</i>	<i>Capturing points in time data and achievement</i>	<i>Informs the learner and learning community to evaluate the efficacy of the program</i>
Minute by Minute Daily	Units	Units & Modules	Trimester

Weekly			
Strategies: Observations, questionings, discussions, reflection, discussing learning with peers and teachers, giving feedback,.	Strategies: Portfolios	Strategies: a range of assessment tools and strategies which compiles the most comprehensive picture of student progress and achievement over time.	Strategies: Student/Parent Conferences, Reports
Tools: <ul style="list-style-type: none"> ● Kindergarten Readiness Skills (Cutting, Coloring, Writing, Tracing) ● Open-ended tasks ● written or oral assessment ● a learning portfolio ● Exit Tickets ● Goal Setting ● Power Goals ● Informal assessments ● Lucy Calkins conferences ● Lucy Calkins checklists ● Making Thinking Visible Routines artifacts ● Discussions 	Tools: <ul style="list-style-type: none"> ● Reflections in the 5E instructional learning model (teacher) ● Running Record (Fontas and Pinnell) ● Reading portfolios ● journaling ● summatives connected to the real-world ● Making Thinking Visible Routines artifacts ● IEP at a Glance ● Exhibition project 	Tools: <ul style="list-style-type: none"> ● Fastbridge Math ● Fastbridge Reading ● Eureka ● Benchmark - Fountas and Pinnell ● Lucy Calkins Pre-test (Flash Draft) 	Tools: <ul style="list-style-type: none"> ● November Student-led Conferences ● Progress Reports ● Lucy Calkins Post-test ● CAASPP ● VUSD progress reports ● student led conferences ● IEP meeting ● Exhibition Day

RESPONSIBILITY FOR ASSESSMENT

The entire learning community shares in the responsibility for assessment. Teachers have the responsibility to facilitate multiple opportunities for student self-reflection to make improvements to feedforward (Learning and Teaching 78). Students develop assessment capabilities as they set and reset personal goals, self-assess, and self-monitor with the aim of self-adjustment through learner agency. As a community of learners, we believe to have a shared commitment of learning in an assessment-capable culture.

We assess to:

- Gather and interpret data
 - Improve instructional practices
 - Evaluate instructional practices which reflect student inquiry
 - Provide feedback for student learning
 - Determine how to differentiate instruction
 - Determine appropriate accommodations and modifications (ELL, IEP, 504)
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REVIEW CYCLE

As a staff, we will review our assessment policy annually and revisions will be made at least every three years. The Assessment Policy is and will continue to be utilized as a reference tool during collaboration.

COMMON ASSESSMENT PRACTICES

To monitor learning, we use pre-assessments, formative, and summative assessments. Pre-assessments are used to gather prior knowledge and measure learning while also getting to know the learning style of the students. Formative assessments are used as learning and for learning and is ongoing throughout the unit. Teachers and students co-create success criteria. Peer and self assessment is prevalent in the unit as it lends itself to feedback and feedforward to make self-adjustments in learning. This leads to advocacy and action.

Fair and valid assessment is ensured by the use of support materials and resources, such as: CAASPP, FastBridge Diagnostic assessments, curricular end of unit tests, Transdisciplinary Unit Summative Assessments, reflections, Progress Reports and Addendums each trimester, Exhibition.

ELEMENTS TO BE ASSESSED

In addition to assessing progress and performance in subject areas, students and teachers will also measure conceptual understanding of central ideas, Learner Profile attributes and process-focused skills such as the Approaches-to-Learning of social, thinking, self-management, communication, and research skills.