



Assessment Policy

The purpose of this document is to provide insight into the policies, practices, and procedures about assessment at TMSE.

Philosophy (Policies)

At TMSE, we believe that assessment is best utilized to guide teachers and administrators in both the planning and implementation of instruction. As part of the Professional Learning Community (PLC), TMSE will engage in collaborative planning to align standards to assessments. Before instruction, teachers will pre-assess and adjust plans for instruction. We seek parent input to maintain transparency in our program as assessments should create a dialogue between parents and schools. Assessment of ALCOS and CCRS is what will be reported on student report cards. Grades 1 and 2 report using standards-based reports. Grades 3-5 report using letter grades.

Action Steps (Practices)

At TMSE, we assess using formal and informal measures using continuous formative assessments (CFAs) and summative assessments. In all cases, assessing students is a daily, fluid practice in all classes.

According to IB Philosophy; teachers, parents, and students will assess, record, and report learning through the following:

Units of Inquiry

Learner Profile

Student Portfolios

Conferencing

Scantron Performance Series (Express)

Aimsweb Plus Screener

ACAP

Because assessments guide planning and instruction, TMSE will assess in a variety of ways daily. Assessments will be reflected in different ways, but each assessment (formal and informal) will be authentic. Through the use of whole group, small group, and individual conferencing, standards will be assessed according to ALCOS and the CCRS benchmarks. These assessments will allow all stakeholders to reflect on the learning outcomes and the actual learning except in the case of pre-assessment whereby prior knowledge is assessed to plan for instruction. In the case of Mathematics, compacting may be used. In all classes, students will complete written reflection pieces regularly. These may be digital or manually produced. (*Procedures*)

Teacher roles in assessment include the following:

- compile/develop assessments
- plan multiple opportunities for success
 - evaluate assessments
 - administer assessments
 - reflect on assessments
 - communicate data
- maintain student records

Student roles in assessment include the following:

- develop assessments and learning goals (self)
 - evaluate assessments
 - complete assessments
- reflect and report data through conferencing

Parent roles in assessment include the following:

- review assessments
- reflect on assessments
- provide feedback to the school on assessments when appropriate

According to IB, each Unit of Inquiry will have multiple formative assessments as well as at least one summative assessment. Parents will be made aware of specific examples of assessments used when possible. At the end of each nine weeks, parents will complete a reflection as an opportunity to provide feedback to their child's to support and celebrate their child's learning.

Unit of Inquiry

Purpose: Each Unit of Inquiry will include both formative and summative assessments using formal and informal methods. They will be fair(not always equal) and consistent throughout grade levels within the planner to maintain the integrity of the written curriculum. All assessments will be explained to the children by detailing the essential elements being assessed: Knowledge; Concepts, Skills, and Action. Many of the following methods will be used in assessing students-exemplars (student samples), anecdotal records, checklists, rubrics(student and teacher created), open-ended tasks, and performance tasks. These will take place through observation, performance, process-focused activities, and selected-response (tests and quizzes).

Summative assessments are used to assess the learner's knowledge at the end of a Unit of Inquiry, while **Formative assessments** are used along the way.

Learner Profile

Purpose: The purpose of the Learner Profile is to allow learners to reflect on the attributes of an IB Learner. Each attribute will be woven throughout the POI and subsequent Units of Inquiry. While students will not be given grades on the Learner Profile, teachers will report Learner Profile development in each child periodically.

Student Portfolios

Purpose: The purpose of student portfolios at TMSE is to provide information on the learning process and an indication of growth throughout the PYP. Each student will have a binder that follows them from 1st grade to 5th grade. As an assessment piece, the binders will be student-driven and will serve as the repository for student work, assessed material (formative and summative), and student reflections. Work samples will be selected by students and teachers alike and will include student reflection of the learning process and demonstration of their understanding.

Conferences

At TMSE, assessment data will be reported throughout the year. Through the use of formal conferencing, all stakeholders will have an opportunity to review assessed material and curriculum. Additionally, assessment data will be reported when available through parent communication tools (Remind, Dojo, Smore, etc) and upon parent request. A minimum of two formal conferences will take place each year unless otherwise needed. In the fall of each year, parents and teachers will conference during the second 9-weeks grading period according to the TCBOE calendar. In the Spring of each year, teachers will organize student-led conferences.

Parent-Teacher(FALL)

Teachers will conference with parents one time in the fall unless otherwise necessary. As part of each conference, teachers and parents will discuss the following items:

- **Google Drive (work samples/expectations)**
- **learner profile (behavior)**
- **Assessments (upcoming and ongoing)**

Teachers, Students, and Parents will provide written reflection after the conference.

Student-Teacher Conferences (Student-Led)

Students will individually conference with teachers to discuss progress and set goals. As part of each conference, students will discuss the following items:

- **work samples**
- **learner profile**
- **reflection**
- **goals**

Parents may request assessment data on their child at any time throughout the course of the school year, but data should remain confidential among other stakeholders as the data collected is specific to the child and may not be the same for all students. This philosophy supports our differentiated instructional model (Wormeli, 2006).

Standardized Assessments-schedule published by TCBOE

Scantron Performance Series-Express (TCBOE)

Aimsweb (ALSDE/TCBOE)

ACAP (ALSDE/TCBOE)

Criterion-Referenced Tests-when appropriate(TMSE)

In addition to these standard assessments, TMSE will implement ongoing (informal) assessments within the classroom. Reporting of the data will take place as needed.

TMSE will establish a **Parent Action Committee** (PAC) to communicate expectations and procedures to all stakeholders and include them in the process of assessment within the PYP.

TMSE is a magnet program based on academics. As such, TMSE will use standardized assessments listed above to accept prospective students according to TCBOE policy.

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