Cloverleaf Elementary School
Assessment Policy

"How will we know what we have learned?"

Our Philosophy:

At Cloverleaf Elementary School, our belief is that assessment should occur daily; include both formal and informal assessments; and utilize a variety of assessment methods to guide instruction. We believe assessments should be differentiated to accommodate learning styles and to encourage student agency. Assessments should be frequent, ongoing and include opportunities for self-reflection for all stakeholders in order to guide instruction.

Why Do We Assess?

- To "monitor, document, measure, report, and adjust learning" (*Learning and Teaching, 2018, p. 66).*
- To reflect on learning
- To differentiate instruction to meet students' needs
- To evaluate the effectiveness of the learning program
- To determine eligibility for Exceptional Children's Services, English as a Second Language and Academically Gifted services

What Do We Assess?

The following are both informally and formally assessed, as well as opportunities for student self-assessment:

- The IB Learner Profile
- The Programme of Inquiry Transdisciplinary Units
- Universal Screenings for Literacy and Mathematics
- North Carolina Common Core Essential State Standards
- Aptitude and Ability for Academically Gifted Services
- Aptitude, Ability, Speech and Language for select students for Exceptional Children's Services

When Do We Assess?

- Daily through formal and informal assessments
- Beginning, mid-year, and end of year in accordance with all state and district testing requirements
- Final Year of PYP- Exhibition (5th Grade)

Roles and Responsibilities

- Teachers: assess students using a variety of tools and strategies
- Students: Create student reflections, rubrics and checklists to reflect understanding
- PLC Teams: Design Common assessments
- Peers: Collaborate on reflections, rubrics and checklists
- Parents: Monitor progress outside of school with report card reflections and observations
- Support Specialists: (EC, AIG, ESL, Speech) Reporting based on results from specialized testing/instruction
- District and state governing bodies: Follow mandates and expectations for reporting

Stakeholder Purposes:

- Students: Track Progress and set goals
- Teachers: Drive instruction, facilitate goal setting
- Parents: Understand and support child's growth and learning
- School and District leadership: Monitor school progress
- NCDPI: Measure school progress according to state accountability model

How Do We Assess?

Strategies:

- Pre and Post assessments- formal and informal
- Teacher observations
- Portfolios
- Collaborative group work
- Oral and written presentations
- Local, state, and national standardized assessments

Tools:

- Self reflections
- Rubrics/Checklists
- Formal Skills Assessments
- Written Assignments
- Conferences with Students
- Program specific Online Assessments for district/state mandates

How Will Assessment Information be Reported to Students and Parents?

- Quarterly Report Cards
- Mid Quarter Progress reports
- Conferences (virtual, phone and face to face)
- Portfolios- samples from each unit of inquiry
- IEP meetings and documentation
- IB Student self evaluation of Learner Profile and PYP development

How will Portfolios be Used?

Portfolios are used to provide evidence of student work and progress in the IB PYP to parents, teachers and students. Portfolios will showcase cumulative work samples from grades K-5. Portfolios include student selected pieces per unit of inquiry including a student reflection and/or self assessment piece

What are the mandatory assessment requirements of the school district and state?

- End Of Grade Assessments: Grades 3-5 in Reading and Math, Grade 5 in Science
- Read to Achieve Approved Reading Diagnostic for K-3 students (mClass/DIBELS for 2022-23)
- i-Ready Math for Grades K-5
- i-Ready Reading for Grades 4-5; school decision for K-3 iReady
- NC Check-in Math in Grades 3-5; ELA in grades 3-5
- Standardized Ability Assessments for EC and AIG Services
- Read To Achieve Assessment for select students in Grade 3
- ACCESS testing/WIDA standards for ELL students
- NC ELI (North Carolina Early Learning Inventory) - Kindergarten assessment - readiness data reported to the state in the fall of the school year.

How do requirements listed above support PYP assessment philosophy?
The mandatory assessments give data which inform instructional decisions allowing to adjust instruction to provide specific strategies. Assessments regarding special services support the students' identified needs to ensure growth. These assessments serve as one of many tools used to assess, record, and support student progress.

- Policy created based on guidelines set forth in the "Making the PYP Happen: The Assessed Curriculum " IBO, 2009; Policy revised based on "Assessment in the Primary Years Programme," *Learning and Teaching,* IBO, 2018.

Review of Policy:

The Assessment Policy was created and reviewed by the Staff, PYP Goal team and School Leadership Team. It is reviewed annually and revised as needed Last revision: October 2023.