



Bluebonnet Trail Elementary Assessment Policy 2019

Philosophy & Purpose

At Bluebonnet Trail Elementary, we use assessment to drive instruction as well as to provide feedback to students and parents that will promote continuous growth. We believe that ongoing formative assessments measure student understanding, areas of strength, as well as areas that need to be further developed. We use assessment as an on-going process that allows us to effectively plan lessons that meet the needs of our diverse learners. Teachers will use assessment to guide instruction, and develop learning engagements and inquiries that will help students meet their learning goals. For administrators, data gathered from assessments will define and direct the campus focus. Parents will be informed about their student's progress toward grade level expectations through regular communication about assessment outcomes. Students and teachers will be actively engaged in assessing student learning as part of the development of wider critical-thinking skills thus encouraging student reflection.

Guiding Principles

- Assessment at Bluebonnet Trail Elementary is aligned to the Texas Essential Knowledge and Skills (TEKS)
- We use common assessments in each grade level that gives students the opportunity to demonstrate their knowledge, conceptual understanding, skills and growth in the IB Learner Profile.
- The principle of "backwards design" is used to plan our unit assessments and learning activities that will help our students be successful.
- While planning, we will keep the following in mind: *"What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?"*
- Assessment should occur as often as needed to give "feedback that promotes growth" to the learner.
- Data gleaned from various assessments will drive our instruction.

Practice

- Teacher Observation
- Teacher/student conferencing, one on one, in content areas to establish and work on individual needs
- Grade level common assessments (end of unit assessments, teacher made assessments, reflections)
- State and local assessments in content areas, such as the *State of Texas Assessments of Academic Readiness (STAAR)*
- Common district assessments/benchmarks (writing assessments, etc.)
- Teachers review evidence of student learning to determine student needs and if intervention or enrichment is warranted
- Formative and summative assessment that includes student choice (menus, etc.)
- Performance assessments & observation of open ended tasks

Learner Profile

Teachers teach and provide opportunities for student growth in two to three learner profile attributes during each unit of inquiry. Teachers ensure that all attributes of the Learner Profile are developed each year by balancing the focus of each unit. Upon completion of each unit of inquiry, students will complete the **BTE Learner Profile Self-Assessment** form, reflecting on their growth during their unit that will be added to their PYP portfolio.

At the beginning of the school year, students will include one or more attributes of the Learner Profile on their goal-setting sheet. At the end of the year, it is expected that students will complete a final learner profile reflection, taking into consideration their growth all year long. This will be added to the PYP portfolio. *We are in the process of developing a way to more adequately assess and report on student growth in the Learner Profile.*

Students will be reflective about their growth of the learner profile attributes throughout the year. Reflection opportunities will occur at the end of each unit of inquiry as well as the end of the year.

Exhibition

- Exhibition will be a way for students at Bluebonnet Trail Elementary to show both what they have learned as well as how they have grown and developed as IB learners through a culminating passion project at the end of their 5th year in PYP.
- Bluebonnet Trail will begin including exhibition at the fifth grade level in the Spring of 2022.

Portfolios

Students will maintain a digital portfolio of work from Kindergarten to Fifth Grade. Kindergarten and First Grade will use Seesaw, and Second through Fifth Grades will maintain a Google Site. The online portfolio will be organized into sections—one for each unit of inquiry and one for reflection on the attributes of the learner profile. Students and teachers will work together to select one artifact per unit of inquiry that represents their learning. A variety of disciplines will be included in the artifact selection from both classroom and Specials activities. Artifacts could be a piece of work, a photo of a larger project, a video or other digital work. (If teams complete a common unit reflection, this may also be included). Students will add their learner profile assessment forms to the Learner Profile section as well as their end of year reflection/goal setting. We will use the portfolios for reflection across the themes and grade levels, as well as a way of reporting on learning. Rubrics and other assessment tools will be added when appropriate. Students will have the opportunity to share the contents of their portfolio in a variety of ways, including, but not limited to, conferencing, gallery walks, presentations, etc.; they will take their portfolios home *upon completion of the PYP.*

Reporting on Assessment

Teachers regularly report on progress to students and parents.

- We believe the first contact a teacher has with a family should be positive.
- A communication binder and student work are sent home on a regular basis
- Report cards go home every 9 weeks during the school year. Kindergarten uses a standards based report card and 1-5 use a one-hundred point scale to report on progress.
- Progress reports go home approximately every 4-5 weeks for all K-5 students.
- Parents have access to grades and assignments with Family Access.
- Conferencing
 - Teachers conference with students frequently throughout the day to provide feedback in all subject areas
 - Parent/ teacher conferences are scheduled in the Fall as well as when needed to help students meet goals and grade level expectations

Plan for Implementation and Review

- The Pedagogical Leadership Team and Campus Advisory Team accept the responsibility for ensuring the assessment policy is put into practice.
- Teachers and coordinator will communicate assessment policy to parents, and Campus Communication Representative will ensure electronic posting on the school website.
- Principal and Assistant Principal will regularly evaluate implementation of assessment policy as evidenced by classroom observations and school presentations.

- The newly revised Bluebonnet Trail Elementary assessment policy will go into effect October 30, 2019 and will be reviewed every 3 years or earlier as needed by the Pedagogical Leadership Team.

Resources

- Making the PYP Happen, A curriculum framework for international education, IBO
- DuFour, Richard, and Robert E. Eaker. *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Bloomington, IN: National Education Service, 1998. Print.
- Sample Assessment Policies from the following schools: Chandler Oaks Elementary; Spicewood Elementary;