



Travis Elementary School Assessment Policy

The purpose of this document is to clarify teachers' understanding of the assessment process within our school setting. It is an evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all staff, students, parents, and administrators. It is directly linked to our mission statement which follows:

Our Travis community develops respectful, knowledgeable, confident global citizens who are curious, reflective, action-oriented lifelong learners.

Philosophy

We believe the purpose of our assessments are to improve student learning. Assessments are used collaboratively to guide and differentiate instruction. Assessments are a tool to be used for individual and group reflections. They are used to communicate student progress and set growth goals with students and parents.

Assessment Practices

- **Units of Inquiry**
- **Learner Profile Traits**
- **Student Portfolios**
- **Conferences**
- **District/State Assessments**
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Units of Inquiry

Purpose: Each unit of inquiry will include both formative and summative assessments as planned in the units. *Assessments will be fair, consistent, developmentally and culturally appropriate. The expectations and purpose of the assessments will be clearly communicated to students.*

Formative Assessment is embedded throughout each Unit of Inquiry. Pre-assessments are given to determine students' prior knowledge, and to inform next stages of learning within the Lines of Inquiry. Formative assessments allow staff to reflect on the effectiveness of instruction, and give students tools to monitor their progress. Tools and strategies of formative assessment may include but are not limited to:

Tools: checklists, exit tickets, anecdotal notes, reflection sheets, student check-ins
Strategies: performance, observations, selected-response, writing

Summative Assessment takes place following the completion of each Unit of Inquiry. They give students the opportunity to demonstrate and apply the knowledge/skills gained in each unit. Summative assessments have multiple entry points for different learning styles and showcase the transdisciplinary skills developed throughout the unit. These assessments are not based on new learning, instead they showcase students' understanding of the entire unit. The summative assessments are to be done in class.

Student Unit Reflections take place at the end of each unit to be included in their portfolio. This reflection includes writing about new learnings and experiences, checking in about learner profile traits and transdisciplinary skills, and responses about their artifact(s) to be included in their portfolios.

Learner Profile

Purpose: Students and staff will regularly reflect on ways they demonstrate the learner profile traits. The use of the learner profile terms is a school-wide expectation, as is modeling behavior reflecting these traits.

Tools/Strategies:

- Portfolio reflections on traits within units
- Whole school weekly focus lessons/morning assembly discussions
- Report card comments to explain current levels of development for their child
- Monthly award assemblies to highlight students whom exemplify specific traits

Student Portfolios

Purpose: Student portfolios are a tool for reflection and monitoring of growth. Students reflect on their learning immediately following a unit, as well as use the portfolio to reflect on their learning throughout their career at McCarver. The portfolio allows the teacher to monitor student growth, and is an important tool to connect families to their students' progress.

Common Agreements

- Portfolios are to include: grade level table of contents, 1-2 artifacts per unit, student reflections on learning/artifact
- Students are to be involved in deciding included artifacts
- Portfolios are kept in binders, work is in labeled sheet protectors, and it is organized by grade level
- Portfolios are accessible in classrooms
- Portfolios are maintained through their time at McCarver, and materials are given to child at the end of 5th grade

Conferences

Purpose: Conferences promote the building of relationships between the classroom and home. The primary purpose of conferences is to build open communication between all those involved students' education. Our district has scheduled 2 conference blocks in the school year. The

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conferences are a time for students/staff/families to reflect on work, discuss progress, address concerns, and set goals. Student portfolios, District/State/classroom assessments, and other work are expected to be reviewed during these conferences.

District and State Assessments

Assessment Reporting

A. Staff members will actively educate families/community re: Travis Elementary Assessment policy through Family Events, newsletters, weekly phone calls and the Synergy platform.

B. Teachers post grades on Synergy that are accessible for families in a timely fashion.

C. Interim grades are mailed at the end of the 1st and 3rd quarter.

D. Final grades are mailed at the end of each semester.

E. Assessment information will be reported to students and parents through Synergy, Home Access Center, conferencing, and/or reports sent home.

F. Teachers and support staff will work with each student to calculate and understand their grades.

The chart below lists summative district assessments consistent in all Tacoma Public Schools.

Assessment	Grade Level	Time Frame
Wa-Kids	Kindergarten	Fall
DRA-Developmental Reading Assessment	K-5	Fall, Winter, Spring
iReady Math/Reading	K 1-5	Winter, Spring Fall, Winter, Spring
SBAC	3-5	Spring

Types of Assessments

	Formative	Summative
Define	Formative assessment <ul style="list-style-type: none"> provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. 	Summative assessment <ul style="list-style-type: none"> takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process.

	<ul style="list-style-type: none"> measures student progress but it can also assess your own progress as an instructor. Identifies areas that may need improvement. may be graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities). 	High-stakes summative assessments typically are given to students at the end of a set point during or at the end of a unit of study to assess what has been learned and how well it was learned. Grades are usually an outcome of summative assessment: they indicate whether the student has an acceptable level of knowledge-gain – is the student able to effectively progress to the next part of the class?
Examples	Homework, writing samples, quick write, exit tickets, observation,	Quiz, test, writing samples, project, performance, labs, exit tickets
Entry	When graded, Formative scores will be entered into the Schoology grade book	All summative scores will be entered into the Synergy grade book

Rights and Responsibilities

In alignment with the IB philosophy and local requirements, our assessment policy articulates the rights and responsibilities of all members of our school community. Students have the right to fair and constructive assessment, with the responsibility to engage actively in their learning process. Families are entitled to transparent communication regarding their child's progress and are encouraged to participate in discussions related to assessment. Staff members hold the responsibility to administer assessments consistently, fostering an environment that promotes continuous learning and growth. This policy undergoes regular reviews, with the most recent date prominently documented, ensuring its relevance and effectiveness in supporting student development.