

Quail Run Elementary School Primary Years Program: Assessment Agreements

Paradise Valley School District Vision statement: Every learner empowered for a lifetime of success.

QRES Mission statement: We engage, inspire, and nurture global thinkers through high-quality instruction, meaningful educational opportunities, and dynamic learning experiences. We embrace lifelong learning, exhibit compassion toward others, and promote intercultural understanding.

Beliefs:

Assessment is a tool that informs instruction. At Quail Run Elementary School, we believe that through the use of various methods of assessment we can strengthen our teaching and guide our instruction. This is an ongoing process that involves the teacher, student, and families to track progress and improve practice. Assessment guides our instructional practices.

Purpose:

- To collect data that informs instruction
- To strengthen our learning process and practices as educators
- To identify students' strengths and areas for improvement in order to individualize instruction
- To inform students and parents of students' strengths and areas for improvement
- To track progress and growth within a community of learners
- To evaluate teaching and student inquiry

Students can use assessments to:

- Demonstrate and share their learning and understanding
- Help create the end result (formative and summative)
- Set specific, individualized short and long-term learning goals
- Use their own learning strategies and build on their own strengths to enhance their understanding
- Build confidence in their own work and self
- Express their points of view and understanding
- Self reflect to celebrate success, understand their own needs, and how they can improve
- Use their prior knowledge and new knowledge to build on and guide the inquiry and learning process
- Monitor and assess challenges and discoveries over time

Teachers can use assessments to:

- Create instructional plans to guide inquiry and student questioning
- Receive feedback from students

- Identify student needs to modify and guide instruction
- Define success criteria, expectations, and outcomes for student and teacher-led inquiry
- Adapt for learning styles and multiple intelligences
- Acquire data that can be used to inform students, parents, teachers, grade levels, school, and community
- Collect both quantitative and qualitative data
- Celebrate student and instructional success

Parents can use assessments to:

- Understand what students are learning
- Provide support outside of school
- Celebrate learning and student accomplishment
- Observe and track student progress and growth

Monitoring/Measuring Learning Tools:

- Presentations
- Group work
- Written tests
- Open-ended questions/tasks
- Teacher modeling
- Anecdotal records
- Classroom observations
- Rubrics; student and teacher created
- Peer review
- Individual review
- Portfolios
- Checklists
- Performances
- Athletic competitions
- Project based products
- Artistic expression
- Journals
- Pictures/videos
- Visible Thinking Strategies

Measuring/Documenting Learning Tools:

- Student Portfolios
- Student report cards
- Student self-reflections
- Learner profile reflections/report card
- Various students' projects & assignments/photos of work
- Audio/video recording
- Journals
- District assessments
- State assessments

Reporting Learning:

- Parent/teacher conferences:
 - Two parent/teacher conferences per year will be held in the fall and spring. These are opportunities to address goals, progress, and concerns for the year to come.
- Teacher/student conferences:
 - These conferences will be held on a continuous basis throughout the school year. This is an ongoing process that should happen almost daily. These can be formal or informal. Formal are to be held when needed and the informal is part of everyday best teaching practice.
- Student-led parent/teacher conferences:
 - Teachers are encouraged to implement one student-led conference when appropriate.

Staff Expectations:

- to use formative assessments, as well as student self reflections from all planners during the school year
- to create and inspire students to be life-long learners
- to prepare students for mandatory district and state standardized testing
- to use any other assessments that match this criteria and as required by our district-adopted curriculum

For the purposes of this policy the following definitions are agreed to:

- Formative assessment: provides instant and frequent feedback on the inquiry and learning processes. This allows teachers and students to guide instruction, form intervention and enrichment groups, and give a perspective into the effectiveness and enthusiasm of what is being learned. This form of assessment looks like, but is not limited to: anecdotal records, student reflections, student/teacher feedback, peer to peer evaluations, student conversation, classroom participation, individual and group information or progress, skill development, etc.
- District assessment provides feedback related to mastery of grade level standards in order to inform and improve student learning and instruction.

This document is reviewed annually and revised as needed.

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