

Asa Philip Randolph Elementary Assessment Policy

Philosophy:

At Randolph Elementary School, assessments are an integral part of all teaching and learning. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. They are used to communicate to parents and stakeholders' areas of strength and areas of growth. Teachers use regular assessments to help gather information needed to adjust instruction or to reteach for continued learning. The PYP approach to assessment recognizes the importance of assessing the process of inquiry last the product(s) of inquiry and aims to integrate and support both. (Making the PYP Happen, 2009)

At Asa Philip Randolph, we believe that assessments provide information through its diagnostic, formative, and summative components. Assessments are ongoing, authentic, varied, and purposeful. It is a collaborative and informative process that involves students, families, teachers, and community. Instructional and curricular decision making is driven by our assessments.

Purpose of Assessment

The purpose of an assessment is to inform and involve students, parents, teachers and administrators. Effective assessments allow:

- Students to be an active part of the learning process through reflection and demonstration of their understanding.
- Teachers to guide their instruction and to communicate progress with students and families.
- Parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- Administrators to build a sense of community within the school and communicate the school's progress.

Principles of Effective Assessments:

Feedback

Feedback is an integral part of the assessment process. At Randolph Elementary School, feedback can affect student learning. It will shift our perspective from correction to collaboration by merely adjusting student's work for mastery.

Valid

At Randolph Elementary School, we determine if our assessments are valid by making sure the use of assessments is aligned with the purpose of instruction. We verify that our assessments are aligned to the central message of each PYP unit as well as with the Georgia standards of Excellence through data talks in our weekly PLC meetings. Common assessments and exit tickets are created through collaborative grade level discussions to create consistency in test administration, fairness of the assessment, as well as grading processes.

Skill Based Assessments

We consider the needs of our students include skill level-based assessments. Students complete diagnostic test to determine current skills at all grade levels. Improvement of skills are determined through ongoing formative assessments, interim, and summative assessments. These assessments are designed to inform instruction, to measure current growth, and to make projections for future growth.

Multiple Measures/Flexibility

Multiple measures and flexibility of assessment is essential in informing educators of student's understanding of key concepts. Flexibility helps to assure that we are meeting the needs of all learners who may require differentiation to determine if they are grasping the standards and skills being taught. Multiple measures of assessment also afford us the opportunity to compare data sources to make the best decisions regarding the needs of our scholars.

Fairness

Fairness will allow every student to have an equal opportunity to demonstrate what he or she understands, knows, and can do. The concept of assessment bias is when a group of students has an unfair advantage on an item or group of items that is statistically observable.

Reliable

At Randolph Elementary School, we determine if our assessments are reliable by making sure the assessment is clear and consistent process for setting making grading and moderation of the assessment.

Types of Assessment:

There are many formative, summative, and informal assessments given to the students to measure their understanding of the skills taught by the teacher. Through project based, questionnaires, surveys, observations, and computer-based assessments, the teachers are able to meet the students where they are.

Formative Assessments

Teachers will use multiple forms of formative assessments which may include, but are not limited to: homework, classwork, exit slips, student observations, agree/disagree, graphic organizers, think-pair-share, and quizzes.

Summative Assessments

Teachers will use a variety of summative assessment tasks which may include tests, essays, presentations, and various project.

Assessment Practice :

- Observation
- Performance Assessment
- Open- ended tasks
- Test/ Quiz
- Student Reflections

Assessment Tools:

- Rubrics
- Checklists
- Anecdotal records
- Exemplars
- Student Led Conferences

Assessment and the Program of Inquiry

Assessment through the planners revolves around both formative and summative assessments. Common formative assessments tasks are developed by teams to assess student learning related to the lines of inquiry. Common summative assessments are developed by teams to assess student learning and understanding of the central ideas. These assessments can include simple question and answer formats, oral responses, graphic organizers, rubrics, checklist, and presentations. They can also be modified to address specific student needs. Teachers work in teams to decide the criteria needed to determine the student's knowledge of the concept, then devise a task and tool for evaluation. This often includes a rubric, which can be used in advance by students to understand the criteria for assessment.

Students in fifth grade will participate in Exhibition, the culminating experience of the PYP. Students will be expected to demonstrate all aspects of the Learner Profile, participate in an in-depth inquiry and take action based on their learning.

Learner Profile

It is an expectation at our school that all members of the learning community will exhibit ten attributes of the IB Learner Profile. In addition to exploring the learner profile attributes through the Programme of Inquiry, as a school we follow attributes each month.

- August- Communicator

- September- Principled
- October- Thinkers
- November - Balanced
- December- Risk-Takers
- January- Open- Minded
- February- Communicator
- March- Inquirer
- April – Knowledgeable
- May- Reflective

The school's community will reflect on how the monthly attribute is exemplified whether through books, videos, and classroom discussions. Staff members will use the language of the Learner Profile when recognizing student behavior, and each month, one student per class will be recognized for exhibiting the Learner Profile Attribute of the month.

IB Portfolio:

Throughout the IB units, students produce different work samples to put in their IB Portfolio. The students also collect different picture of activities and projects completed in the class. They complete a reflection paper and are expected to continue collecting work samples throughout their elementary school career. The students at Randolph are excited to complete assignments to add to their portfolio to watch their knowledge of the different units grow.

District and State Requirements:

Asa Philip Randolph aligns its teaching and instruction to the Georgia Standards of Excellence to prepare students for college and career readiness. In addition to the classroom assessments, the state of Georgia and Fulton County School district mandates the following standardized assessments to measure student achievement and understanding of these standards:

- **Georgia Milestones**- Given to 3rd-5th grade students at the end of the school year. Third and fourth grade students take Reading, Language and Math End of Year Assessments. Fifth grade students take Reading, Language, Math, Science, Social Studies End of Year Assessments.
- **GKIDS**- The first component of GKIDS is the Readiness Check which is designed to be administered during the first six weeks of the kindergarten year. The Readiness Check is aligned to the Georgia Early Learning and Development Standards (GELDS) and correlated to the state mandated content standards for Kindergarten. The goal of the assessments is to provide information about the skills of the entering kindergarten students. The second component of GKIDS is the full Georgia Inventory assessment that is a yearlong performance- based assessment aligned to the state mandated content standards.

Retake Policy

Fulton County School Board Policy allows for student retake for assessments when students do not show mastery of content (less than 70%). This retake allows students one additional opportunity to show understanding.

Conferences

Teacher-Student

These conferences are designed to give students feedback so that they may reflect on their work and further improve and develop their skills. When teachers successfully conference with students, it helps students with their understanding of their work, keep track of student growth and drive instruction.

Teacher Actions

1. Develop a system of record keeping during conferences that will be used to drive instruction, keep track of student growth, and provide feedback to students.
2. Establish a purpose for the conference.
3. Set up the structure of the conference. Each conference will involve the following elements:
 - a. Discussions about the work the student is doing in class.
 - b. how the student can improve student achievement.
 - c. Goal setting and monitoring before next conference.

Teacher – Parent

These conferences are designed to give parents and families information concerning student progress, development, needs and strengths. Teachers take this opportunity to gather background information, answer parents' questions, address concerns and solidify their role in the learning process. Teacher-parent meetings happen throughout the year.

Assessment Review:

As a staff, we will review our assessment agreement and policy annually.