Stonewall Tell Elementary PYP Assessment Policy

Mission Statement:
The mission of Stonewall Tell Elementary School is to provide world-class experiences in teaching and learning, professional development, stakeholder engagement, and continuous improvement practices in a safe, culturally sensitive environment. To develop inquiring, knowledgeable, caring digital learners that positively impact their world through intercultural understanding and action.

Vision:
The vision of Stonewall Tell Elementary School is to develop world-class, inquiring, knowledgeable and caring individuals who positively impact our world through intercultural understanding and respect.

Philosophy:
At Stonewall Tell Elementary school, we believe that assessments are necessary for student success and is an important part of learning and teaching. The purpose is to set guidelines for teaching and learning. To ensure student needs are met, we utilize assessments to collect, analyze and report data in our effort to drive instruction and monitor and improve instructional practices as we address student needs. These assessments serve to provide effective communication to students, teachers, and parents with varied opportunities to show mastery, document learning processes, engage students, and make informed decisions to take action. We believe that assessments are necessary to determine student understanding of and the ability to apply concepts/standards to real-world situations, inform instruction, and provide the progress of students to all stakeholders. Assessments can be conducted in different modalities to reach all learners. Students should be active participants in the assessment cycle. Students have the autonomy to choose the way they demonstrate their understanding and document their progress in the assessment cycles.

Principles of Effective Assessments:
- **Principle 1** - Assessments are valid.
- **Principle 2** - Assessment are reliable and consistent.
- **Principle 3** - Assessments are explicit, accessible, and transparent.
- **Principle 4** - Assessments are inclusive and equitable; without compromising academic standards and inclusion.
- **Principle 5** - Assessments are an integral part of a program design and should relate directly to the program aims and learning outcomes.
- **Principle 6** - The amount of assessed work is manageable.
- **Principle 7** - Formative and summative assessments.   Diagnostic assessments may be included.
- **Principle 8** - Timely feedback to help students to become more independent and effective at self-regulating their own learning.
- **Principle 9** – Allow for personalization of learning, as appropriate. Encourage the development of assessments collaboratively with students.

Types of Assessments:
- **Formative assessments:**
  - Concept maps
  - Exit cards
  - Bus stop strategy
  - Think-pair-share

- o Two truths and a lie-about a given topic
- o Open-ended questions
- o Portfolio
- o Reflections
- o GKIDS
- o Teacher observations
- o Anecdotal notes
- o Checklists/GELDS Checklist
- o WSO-Work Sampling Online
- o iReady lesson quizzes
- o Writing prompts/graphic organizers
- o Kahoot
- o Seesaw/Flipgrid/Nearpod
- o Microsoft forms
- o BrainPOP platform
- o myOn platform
- o Class discussion/quick check
- o Performance task
- o Quizlet/Padlet
- o Peer evaluations
- o KWL
- **Summative assessments:**
  - o Unit test
  - o Projects
  - o Quizzes
  - o Essays
  - o Performance Assessments rubrics
  - o Illuminate Assessments
  - o Narrative summary
  - o iReady Standards Mastery Framework (SMF)

Assessment Tools:
- o Student portfolios
- o Formative assessments
- o Summative assessments
- o Performance based assessments
- o Progress monitoring
- o Self-Evaluation (student SMART goals)
- o Benchmark assessments (iReady Reading/Math -3 times a year)
- o BAS (Benchmark Assessment System - 3 times a year)
- o Fountas and Pinnell sight word lists
- o Standard based assessments
- o Rubrics

Standardized Assessments:
- o Georgia Milestone Assessment System (GMAS -3rd, 4th, & 5th grade students)
- o Fulton County Benchmarks – 3rd-5th grade -beginning, middle, and end of year
- o iReady Reading and Math – diagnostic screener used to identify at risk students and monitor progress.
- o GKIDS – Readiness check aligned to the Georgia Early Learning and Development Standards (GELDS) and correlated to the state mandated content standards for kindergarten. This assessment provided information about the skills of the entering kindergarten students.

Other Assessments:
- o Phonics
- o Fontas and Pinnell
- o Write Score- 3rd and 5th - Winter
- o IOWA- 3rd and 5th -given once - mid-year

Learner Profile:
In our school all members of the learning community will develop the attributes of the IB Learner Profile. During our exploration of the learner profile attributes through the Programme of Inquiry, we focus on the following attributes each month.

- August – Growth Mindset	- January - Communicator
- September – Risk-takers	- February - Caring
- October – Open-minded	- March - Balanced
- November – Inquirer	- April - Thinkers
- December – Principled	- May – Knowledgeable/Reflective

IB (INTERNATIONAL BACCALAUREATE) Portfolio:
Digital portfolios will be used to document IB participation throughout every grade level. The use of the Seesaw platform will allow portfolios to be saved and shared with ease as students move on to the next grade level. This platform will showcase the growth and progress of students learning as students reflect on their learning experiences on Units of Inquiry (UOI), Learner Profile (LP) attributes, and Approaches to Learning (ATL).

Conferences:
Conferences on Student Behavior & Academic Performance are to be held at least twice a year, but more often for those students who are performing below grade level. One conference should be student led and the other (s) should discuss data and goals.
- • Parent-Teacher Conferences- Data-based
- • Teacher-Student Conferences- Set attainable goals with student input
- • Student and teacher led
  - o All conferences documented for accountability purposes
  - o Set goals within the IB Learner Profile

Assessment Review:
The policy will be reviewed annually in spring of each school year. It will be revised as needed. Any changes in the policy will be reflected by our assessment data and communicated to parents by the teachers and administration.

Originated 2020-2021