



Bannon Creek School PYP Assessment Policy 2023-2024

Natomas Unified School District's Vision Statement

NUSD will provide an engaging and safe learning community where all students will demonstrate responsibility, achieve academic and social-emotional growth, embrace diversity, and are prepared to make decisions about their college and career success.

Bannon Creek School's Mission Statement

Bannon Creek School, in partnership with the community, is committed to nurturing our scholars to be caring, inquiring, and knowledgeable lifelong learners who have college and career options. They acknowledge and respect the global diversity and core beliefs of others while building a culture of resiliency.

Statement of Belief

At Bannon Creek School, the Cycle of Continuous Learning and Assessment is at the heart of our program of inquiry. Our focus is process over product, and in order to see the progress overtime we need to plan, act, monitor, and adjust. Assessments are used as an opportunity for scholars to demonstrate knowledge and understanding while teachers gather needed information to adjust and monitor instruction. Areas of strength and growth are communicated with scholars and

parents through timely feedback on the various types of assessments given within the classroom. Our core belief is that all scholars can learn and succeed, and will graduate college and career ready. Over time scholars are able to produce a vast range of evidence to support their learning.

Assessment in the Classroom

A variety of formative and summative assessments are conducted within the classroom to support the needs of all scholars.

- Pre-assessment

Scholars' prior knowledge and understanding drives the instruction at Bannon Creek. For example, a pre-assessment is given before writing standards are taught within our program of inquiry. Grade level rubrics are used for scoring so that teachers can determine if scholars are at grade level and if needed can make the necessary adjustments to the instruction as they proceed to teach the grade level state standards for mastery. Pre-assessments are done in other areas of our programme of inquiry through provocations, class discussions, KWL charts, graphic organizers, visible thinking routines, and Interim Assessment Blocks (IABs).

- Formative Assessment

Teachers are able to use learning targets to develop formative assessments and check for understandings based on success criteria which become checkpoints for teachers and scholars during the learning process. Teachers use the check for understanding technique to track what scholars know, understand, and do throughout the learning process. Teachers are able to adjust and pivot to address gaps in understanding and the progression toward more complex learning. The success criteria gives the teacher and scholars the ability to assess ongoing understanding of the learning target and are part of the formative assessment process.

Formative assessment is done consistently throughout the inquiry cycle. An example of formative assessment at Bannon Creek would be running records,

anecdotal notes, graphic organizers, quizzes, scholar reflections, and common formative assessments created by grade levels that support the programme of inquiry.

- Summative Assessment

Summative assessments are used as a way to determine scholar mastery of grade level state standards for English Language Arts, Math, and Science. Teachers will use the Interim Assessment Blocks (IABs) as one way to determine scholar mastery of grade level standards as well. Scholars are given summative assessments to demonstrate their understanding of the central idea for each unit within the program of inquiry. Summative assessments can include but are not limited to the end of the unit projects, portfolios, reflections, teacher created quizzes, end of unit exams, or chapter exams.

- Self-assessment and Reflection

At Bannon Creek we are committed to scholars strengthening their communication skills. Scholars use academic discourse to share their prior knowledge as well as new learning with other scholars through embedded visible thinking routines, turn and talk instructional practices, math talks, and reflection activities.

Assessment and the Program of Inquiry

During the development of the program of inquiry grade level teachers collaborate to create formative and summative assessments aligned to the grade level standards, the transdisciplinary themes, and the central idea of each unit.

Teachers collaborate together to unpack the grade-level standards in order to create learning targets. Rubrics and success criteria are used as a way for scholars to understand expectations and reflect on their own understanding. The assessments provide scholars with an opportunity to demonstrate their knowledge and understanding of the central idea. Learning engagements offer scholars the opportunity to gain deeper understanding of the Transdisciplinary themes as they build their conceptual understanding to make learning transferable. These activities can include research, graphic organizers, presentations, oral responses, thinking maps, debates, and written tasks.

Formal Assessment

As a California public school, Bannan Creek participates in the California Assessment of Student Performance and Progress (CAASPP) System. The CAASPP system was established in 2014 to promote high-quality teaching and learning as well as a way to assist teachers, administrators, scholars, and parents with what scholars know, understand, and can do in English Language Arts, Math, and Science. All scholars in grades 3rd-8th and grade 11 will participate during the Natomas Unified School District testing window that takes place between March and May. The CAASPP is a computer-adaptive assessment administered via district chromebooks.

The English Language Proficiency Assessments for California (ELPAC) is a mandated state test. The ELPAC can be used as an initial assessment to determine English language Proficiency (ELP) when administered to newly enrolled scholars whose primary language is a language other than English determined by a home language survey. The ELPAC is also used as an annual summative assessment for scholars who have been previously identified as English learners.

Assessment Recording and Reporting

Scholars at Bannan Creek in grades Kindergarten through Sixth receive a standards based report card. Teachers provide informative comments on the report card sharing the scholars strengths and areas for growth. Teachers and scholars reflect every trimester on the development of the Learner Profiles taught within the program of inquiry. Progress reports are used by some teachers as a way to communicate progress to families as well.

Scholars collect pieces of evidence throughout the program of inquiry each year. As they collect evidence, they are able to reflect on their new knowledge and understanding through Friday Reflections and the end of unit reflections.

Policy Review

The assessment policy at Bannon Creek is a collaborative document that is reviewed annually each May with our leadership team to ensure expectations are clearly outlined and that ongoing growth of our school community is reflected. The assessment policy is housed within our school handbook as well as on our school website.

IB Publications used to inform this policy:

Information included in this document was inspired from the IB guides and supporting resources.

[Assessment Principles and Practices-Quality Assessments in The Digital Age](#)