



Sawyer Road Elementary School International Baccalaureate Primary Years Programme Assessment Policy

Mission: Our mission is to set high expectations and use inquiry-based real-world experiences to engage all students. Relationships built here will produce lifelong learners and global citizens.

Rationale: Assessment in the PYP is holistic, focusing on the development of the whole child, including their intellectual, emotional, social, and physical growth. Formal and Informal assessment is essential to all teaching and learning. The data allows practitioners to differentiate instruction while students can take charge of their learning outcomes through goal setting.

All stakeholders are empowered to maximize learning opportunities. Having well-developed, developmentally appropriate assessment practices that support teaching and learning will allow students access to educational programs and practices that promote successful outcomes. Marietta City Schools' vision is for students to learn to their fullest potential. Sawyer Road Elementary supports this vision statement by committing to developing a partnership with parents, students, and teachers to achieve rigorous academic success. In addition to academic achievement, assessments also consider students' development of attitudes, attributes, and approaches to learning, as outlined in the IB learner profile.

Purposes of Assessment:

The purpose of assessment at Sawyer Road is to improve academic outcomes for learners. The data influences instructional practice and differentiation to meet students' needs. The Learner Profile is evident throughout the use of assessment for the following purposes:

- Design flexible grouping (reflective)
- To provide opportunities for students to show what they know and can do (communicators)
- To create a baseline of current and prior student knowledge (knowledgeable)
- To measure learning outcomes and student success
- To establish goals for instruction and targets for student learning (thinkers)

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- To create productive, student-centered, and learning-focused conversations (inquirers)
- To motivate student performance (risk-takers)
- To create a common language for discussing and evaluating with all stakeholders (communicators)
- To provide avenues for students to reflect on areas of success and areas for growth and for students to identify ways to succeed (reflective/open-minded)
- To create pathways for improvement and student growth (principled)

Types of Assessments:

Classroom-based Assessments

Sawyer Road uses the backward design for assessments to ensure the taught objectives align with each subject group's IB goals and the Georgia Standards of Excellence. Broadly defined, classroom-based assessments are any tool teachers, students, and parents can use to create a common language for improvement. The assessments range from informal, ungraded, and formative to formal, graded, and summative.

Formative Assessment

Formative assessments are an informal "check-in" that allows teachers to modify instruction and students to improve. For the student, the formative assessment provides an easily understood visual of where they are compared to the learning objective, areas of improvement, and how they can improve. Regarding the teacher, the formative assessment provides data to analyze toward differentiation, reteaching, and areas of strengths that lead to best practices. Formative assessments provide ongoing feedback to both students and teachers to support learning and inform instructional decisions. Common grade-level planning time allows teachers to collaborate to analyze data, write assessments, and create action plans informed by the formative assessments.

Examples of Formative Assessments

The list below provides an overview of the various assessments utilized in the classroom:

- Teacher observation
- Student/teacher conferences
- Exit slips (Ticket Out the Door)
- Collected Classwork
- Performance-based Tasks

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- Reflection Journals
- Portfolio Assessments

Summative Assessments:

Summative Assessments are formal, graded tasks, projects, or assessments given after students have had opportunities for guided practice, independent practice with teacher feedback, and time to improve. The summative assessment aims to formally measure mastery of content and provide a common language for the teacher and student to discuss continuous improvement. At Sawyer Road, the summative assessments are grounded in IB philosophy, PYP criterion as applicable, and the Georgia Standards of Excellence.

Summative assessments allow various ways for students to demonstrate knowledge and understanding of the learning objective(s).

5th Grade: The culminating learning experience for fifth grade students is the IB PYP Exhibition. In the IB PYP exhibition, students demonstrate their understanding of an issue or opportunity they have chosen to explore. The students demonstrate their ability to take responsibility for their learning, and their capacity to act, as they are actively engaged in planning, presenting and assessing their own learning. Exhibition is not viewed as an assessment but a process for students to explore, document and share their understanding of an issue or opportunity for personal significance. All students benefit from guidance and collaboration with teachers, peers and mentors to facilitate, direct and adjust their learning. The exhibition may be one of the six units of inquiry during the final year, or it may stand outside of the programme of inquiry. All exhibitions are student-initiated, designed and collaborative.

Standardized Assessments:

- Sawyer Road measures student achievement and growth with validated types of summative assessments (i.e., norm-referenced and criterion-referenced assessments). These assessments are aligned to the Georgia Standards of Excellence and are shared with students and parents in a variety of ways (e.g., student- led conferences, summary reports, etc.).
- Teachers use standardized assessments to drive differentiation and student-centered instruction.
- The Measures of Academic Progress (MAP)

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- MAP is a computer-adaptive, norm-referenced, interim assessment taken by all students in grades kindergarten through ninth three times a year (Fall, Winter, and Spring). The exception to this may be kindergarten at some schools where the decision may be made to only test them twice a year (Winter and Spring).
 - MAP assesses, compares, and predicts reading and mathematics growth from fall to winter to spring over one academic year.
 - MAP data informs student course placement and differentiated instruction.
- Georgia Milestones Assessment Systems
 - Georgia Milestones is a comprehensive, summative assessment program
 - End Of Grade
 - Language Arts and Math in grades 3-5
 - Science in grade 5
 - Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, and Science.
 - Georgia Milestones is a component of promotion/retention decision making.
- Accessing Comprehension and Communication in English State to State (ACCESS 2.0 for ELLs)
 - ACCESS is an English language proficiency assessment administered to all students who have been identified as English Learners (ELs) in the spring of each academic year.
 - ACCESS is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.
 - ACCESS serves as one measure used to determine whether students are prepared to exit our English Language support programs.

Responsibilities of Stakeholders

At Sawyer Road, we believe that all stakeholders play a critical role in student achievement. When considering assessment practices that support and encourage student learning, we believe that these interconnected stakeholders are responsible for the following important actions:

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Teachers

- to create a variety of purposeful, valid assessments and units of study that are accessible to all students
- to create lessons and tasks that are designed to be authentic and meaningful, reflecting real-world contexts and tasks relevant to students' lives
- to create a space and time for student reflection about performance and achievement
- to model how to reflect on performance results
- to analyze assessment data to improve instruction and to identify gaps in student achievement
- to standardize assessment grading and reporting using common criteria (e.g., IB rubrics and assessment tasks)
- to collaborate with other teachers, and seek support when needed, to design assessments, analyze results, and ensure internal consistency and fairness in assessment practices
- to communicate with students, parents, and other stakeholders, providing meaningful feedback on student progress and areas of growth
- to design assessments tasks to curriculum standards, unit plans, approaches to learning, and statements and questions of inquiry
- to emphasize reflection and the growth mindset as important life skills
- to continuously improve the quality of classroom-based assessments based on feedback, research, and evaluation
- to participate in collaborative standardization activities to reach common understanding and application of criteria and descriptors
- to participate in professional learning for assessment practices that adhere to ethical standards, ensuring fairness, equity, and respect for diversity among students

Students

- to prepare for assessment and to commit to their best work
- to view effort as a critical component of achievement
- to acknowledge academic challenge as productive for growth and learning
- to welcome and use feedback to improve subsequent performance
- to participate in conversations about their performance
- to actively seek assistance and to ask questions when clarification is needed on assignments and about content
- to reflect on assessment results and determine how to improve

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- to understand that assessment results are merely a measure for a performance at a single time and that one score does not define student ability
- to exemplify the IB Learner Profile in their approaches to learning and assessments
- to actively participate in the learning process
- to make connections between current performance and future academic and life success
- to promote metacognition and student agency

Leadership (Administrators & IB Coordinators)

- to advocate for policies that allow students to show mastery in a variety of ways
- to provide on-going professional learning about IB and assessment practices
- to observe teachers and to engage in honest conversations with teachers about how and where their practice can improve
- to provide time for Professional Learning Communities (PLC's) to meet to analyze assessment results and adjust instruction
- to monitor teacher collaboration
- to attend, and conduct when needed, teacher collaboration meetings
- to model data analysis
- to create opportunities for parents to be involved and to communicate with teachers
- to protect instructional time and provide teachers with time to administer authentic assessments
- to understand that assessments can be differentiated based on student and teacher needs
- to understand that standardized assessments are limited in scope and are only one way to measure student achievement
- to ensure that teachers of the same course implement common assessments and norm their grading
- to trust the professional expertise of teachers

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Parents

- to support teachers and students in preparation for assessments
- to attend parent conferences whenever possible and contact teachers with any questions about assignment or assessments
- to ask questions about assessments results
- to encourage students to work toward achievement at full potential
- to provide students with an environment that promotes learning and values education
- to understand that the school wants students to succeed
- to promote conversations about student growth and improvement
- to encourage students to keep up with coursework and to meet deadlines
- to access ASPEN to monitor student progress
- to familiarize themselves with principles of IB assessment

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