

Naramake Elementary School Assessment Policy

Mission

Naramake Elementary School is a dynamic community dedicated to empowering the whole child through engaging and authentic experiences that encourage curiosity, critical thinking, and collaboration so that all can contribute meaningfully as global citizens.

The purpose of the Naramake Elementary School's Assessment Policy is to provide an overview of the school's philosophy and procedures regarding assessment and assessment practices. This document is intended to be a living document that is revisited each year following a reflection of our learning progress. It summarizes why, what, when, and how assessment occurs at Naramake Elementary School. Types of assessments are defined and the core assessments are described at the school, district, and state/national level.

At Naramake Elementary School, assessment is an integral part of the learning process, fostering the development of curious, reflective, and engaged learners within the framework of the International Baccalaureate (IB) Primary Years Programme (PYP). Our assessment policy is designed to align with the PYP's mission to create an authentic learning environment where students take ownership of their education through inquiry-based, student-centered approaches.

Assessment serves not only to evaluate students' academic progress but also to guide teaching strategies, support individualized learning pathways, and promote personal growth. Our assessments are formative, summative, and reflective in nature, encouraging students to self-assess, set goals, and actively engage in their learning journey.

By incorporating a variety of assessment tools and strategies—ranging from teacher observations, peer assessments, student portfolios, projects, and standardized tests—we strive to create a holistic picture of each student's strengths and areas for growth. In line with IB's global standards, our approach emphasizes the development of critical thinking, problem-solving skills, and a deep understanding of concepts.

Assessment philosophy - Why we assess:

Naramake Elementary School is committed to providing equitable access to high quality learning and teaching for all students. We believe all students should have access to grade level content and learning engagements that are purposefully aligned to the state and national standards.

At Naramake we believe:

- Assessment is an integral part of learning and teaching that helps to inform our data driven instructional practices
- Analysis and interpretation of assessment data allows for appropriately scaffolded learning opportunities for all students
- Assessment data should inform all stakeholders (parents/guardians, students, teachers, and administrators) of students' individual progress towards learning targets and personal goals
- Assessment helps build student agency through individual reflection on their progress towards their goals
- The purpose of assessment is to monitor, document, measure, and report on student learning through a variety of formative and summative assessment practices in order to inform and strengthen our teaching and our curriculum
- Assessment should be intentionally designed and planned for in order to foster academic, social, and emotional growth for all members of our learning community.

What we assess

The Norwalk Curriculum Framework determines the content to be taught and assessed for ELA, Math, Science, and Social Studies. These assessments are currently developed by the District of Norwalk to be used at all schools in the district.

Currently our assessment focus is on academic progress and performance. As such, we assess students' progress towards the state standards in ELA, Math, Science, and Social Studies. It is our goal to have a more holistic and balanced approach to assessment and include students' progress and growth in the areas of social and emotional development as well. We believe that in order for students to reach their fullest potential, they need to have strong social and self-management skills as well as mastery of the content knowledge.

The Program of Inquiry (PoI) at Naramake Elementary School is based on the acquisition of knowledge of the Norwalk Curriculum Frameworks in all subject areas. PYP Units of inquiry connect the learning in all subject areas through inquiry into central

ideas and key concepts. From Kindergarten* through 5th grade, students are assessed on their developing understandings of the six transdisciplinary themes that guide the standards-based PYP Units of Inquiry. These themes are:

- Who We Are
- Where We Are In Place And Time
- How We Express Ourselves
- How The World Works
- How We Organize Ourselves
- Sharing The Planet

**Kindergarten completes 4 units of inquiry as is required by the IB.*

How we assess

Assessment is an ongoing process of monitoring, documenting, analyzing, and reporting. At Naramake we are committed to using Data Driven Instruction (DDI) to effectively deliver grade level content to all students.

Assessment *for* learning, assessment *of* learning and assessment *as* learning form the basis for our Data Driven Instruction (DDI).

Examples of these types of assessments are found in the chart below:

	Assessment FOR learning <i>Teachers design and administer assessments to collect data to understand what a student understands, guide planning and scaffolding of instruction and provide feedback to students.</i>	Assessment OF learning <i>Teachers design and administer assessments to collect data at the end of the unit or grade level to understand the student learning and report on learning progress, as related to curriculum goals.</i>	Assessment AS learning <i>Students take ownership of their learning by engaging in the metacognitive process of reflecting and self-assessing as they learn and practice how to recognize their own areas of strength and challenge and to plan for their own next steps as learners.</i>
Math	Cool Downs	End of Unit Math	Goal setting

	Check points Monitoring charts Pre Unit practice problems Exit Slips Self-reflections IABs NWEA	assessments SBAC	Portfolio Reflections
ELA	Checkpoints Exit Slips Self-Reflections Peer feedback Pre-assessments Formative assessment of lines of inquiry Responses and reflections in inquiry journals IABs NWEA DIBELS	Writing Summative assessments Reading Summative assessments Rubrics SBAC	Goal setting Portfolio Reflections
Science	Anticipatory Guides Provocations Pre-assessments Formative assessment of lines of inquiry Responses and reflections in inquiry journals	Summative Assessments SBAC	Self-Reflections Portfolio
Social Studies	Anticipatory Guides Provocations Pre-assessments Formative assessment of lines of inquiry Responses and reflections in inquiry journals	Summative Assessments	Self-Reflection Portfolio
SEL	DESSA Self-Reflections		Self-Reflection Portfolio
Single subjects	Pre-assessments Formative assessments Self-reflections	Post assessments Checklists	Self-Reflection Portfolio

Reporting on assessment

At Naramake Elementary School we believe that clear, consistent, and meaningful communication about student progress supports a collaborative learning environment involving students, teachers, and families. Our reporting practices are designed to provide a comprehensive understanding of each student's development—academically, socially, and emotionally—within the framework of the IB Primary Years Programme (PYP).

Our approach to reporting includes multiple formats: portfolios, report cards, and conferences, each offering unique insights into student learning.

1. Portfolios

Student portfolios serve as a dynamic record of growth, reflecting individual learning experiences over time. They include a collection of student work, reflections, and teacher feedback that showcase achievements, efforts, and areas for improvement. Portfolios allow students to take ownership of their learning by selecting and reflecting on pieces that demonstrate their progress in various subject areas and PYP elements such as the Learner Profile and Approaches to Learning (ATL) skills. Portfolios are regularly updated and shared with families to provide a tangible, evolving representation of the student's journey.

2. Report Cards

Report cards at Naramake Elementary School are issued three times a year and provide a formal summary of student progress. The report cards are standards based and reflect students' achievement in relation to the learning objectives for each grade level, framed by the subject-specific outcomes.

3. Conferences

Conferences are a key aspect of our reporting process, providing an opportunity for meaningful dialogue between students, teachers, and parents. We conduct both parent/guardian-teacher conferences and parent/guardian-teacher-student conferences twice a year, with the intent of adding in student led conferences.

Parent/Guardian-Teacher Conferences offer a chance for parents and teachers to discuss student progress in more detail, address any concerns, and collaboratively set goals for future growth. These meetings provide a platform to align expectations and strengthen the partnership between home and school.

Parent/Guardian-Teacher-Student Conferences empower students to take an active role in their learning by presenting their portfolio and reflecting on their growth, challenges, and goals. In this format, students articulate their learning process and take responsibility for their academic and personal development, fostering a sense of ownership and self-awareness.

4. Ongoing Communication

Beyond these formal reporting mechanisms, Naramake Elementary values regular communication between school and home. Teachers provide informal feedback through tools such as progress reports, notes home, and digital platforms that allow parents to stay informed about their child's learning on an ongoing basis. This ensures that parents are continuously engaged in their child's educational experience.

Through portfolios, report cards, and conferences, our reporting practices at Naramake Elementary School are designed to provide a holistic, transparent, and collaborative approach to understanding and supporting each student's learning journey.

5. Standardized Test Reports

Students take a variety of standardized tests throughout the year. These reports are shared with parents/guardians at conferences and/or by mail. School-wide data is shared and analyzed at the Instructional Leadership Meetings (ILT).

State and local testing that students take each year include:

Assessment	Purpose	Frequency	Grade level
NWEA ELA	To measure student proficiency in English Language Arts knowledge, skills and application	3 times per year	3-5
		1 time per year	K-2
NWEA Math	To measure student proficiency in Math knowledge, skills and application	3 times per year	1-5
		2 times per year	K
SBAC	Measures growth in reading and math.	1 time per year	3-5
DIBELS	Benchmark	3 times per year	K - 3

	assessment for early literacy skills		
LAS Links	Language proficiency assessment	1 time per year	K - 5
Naglieri General Ability Tests	General abilities test for gifted identification	Once in third grade or upon entering NPS	3-5
The Connecticut Alternate Assessment System	Alternate assessment	1 time per year	K -5
NGSS	Measures student growth and achievement in science.	1 time per year	5
CT Physical Fitness Assessment	Assessment of students' physical well-being	2 times per year	3-5

Key Definitions

Assessment - The evaluation or estimation of a student's ability.

Conference - A traditional conference is typically a formal meeting between teacher and parent/guardian to discuss student progress.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

K-3

DIBELS is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. There is a web-based data management and reporting system to determine student response to instruction. Examples of DIBELS assessments are; Oral Reading Fluency, Nonsense Word Fluency, Letter Name Fluency, and Letter Sound Fluency.

Instructional scaffolding- Is a process through which a teacher adds support for students in order to enhance learning and aid in the mastery of tasks. The teacher does

this by systematically building on students' experiences and knowledge as they are learning new skills. Scaffolding is an instructional technique, which will help students climb the ladder of learning. These techniques act as an external support, which help students to stand as an independent learner. As students progress, instructional scaffolding is removed.

Interim Assessment Blocks (IAB)

IABs are assessments created by the SBAC that teachers can use throughout the school year. They are intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use results to determine next steps for instruction.

NWEA MAP - Northwest Evaluation Association Measure of Academic Progress

- NWEA Reading Assessment is taken online during testing windows three times a year for grades 3-5 and once a year for grades K-2.
- NWEA Math Assessment is taken online during testing windows three times a year for grades 1-5 and twice a year for Kindergarten.

MAP Growth assessments measure what students know and inform what they are ready to learn next. By dynamically adjusting to each student's response, MAP Growth creates a personalized assessment experience that accurately measures performance. NWEA uses anonymous assessment data from over 10.2 million students to create national norms. Map Growth measures student performance with a RIT scale, which gives an accurate measure of student performance, regardless of whether they are performing on, above, or below grade level.

Parent/Guardian - Teacher - Student Conferences-

This is a conference with parents/guardians involving student input and guided by the teachers. The role of the classroom teacher is a facilitator in the conference process. Students share with parents/guardians through a discussion of their work, reflections on progress, and established academic and social goals.

SBAC - Smarter Balanced Assessment Consortium Grades 3-5

The Connecticut Smarter Balanced Assessments are aligned to Connecticut Common Core standards in Language Arts and Mathematics for grades 3-5 and Science for grade 5. This assessment can be used to describe student achievement and growth of student learning as part of program evaluation, school, district, and state accountability systems.

**The Naramake assessment policy was developed by a team of educators from Naramake Elementary School with the intent of using it for learning and teaching within our school.*