

New Lebanon School Assessment Policy

PHILOSOPHY (WHY) Why do we assess the way we do at New Lebanon Elementary School?	ACTIONS (WHAT) What assessment actions do we take because of our philosophy?	EXAMPLES (HOW) How does assessment look at our school specifically?
We believe the ultimate purpose of assessment is to guide our planning and instruction so that we can support and enhance student learning, rather than to simply generate a grade.	Because assessment guides our planning and instruction, we make sure it is frequent, ongoing, varied, and continuous.	● Rubrics ● Checklists ● Benchmarks/exemplars ● Continuums/progressions ● Observations/discussions ● Performance tasks Formative assessments ● District assessments - gr. 3-5 benchmark LinkIt assessment ● State Universal Screen - Dibels K-3 (3x/year) ● State Kindergarten assessment - Kindergarten Entry Inventory (KEI) in Sept. ● Math unit pre and post assessments ● Literacy unit pre and post assessments ● Writing on-demand prompts pre and post assessments ● Literacy formative assessments - F&P, Teachers College Running Records, Kindergarten pre-reading/phonics

		assessments, Foundations unit assessments • IB unit assessments • Science embedded tasks • CORE - literacy specialists admin. • Progress Monitoring (on-going) • Reflections Summative assessments • IB Performance task assessments • Standardized testing (Smarter Balanced Assessment) Literacy and Math summatives • Reflections • LINKIT EOY Benchmark
We believe that the teaching/learning cycle starts with <i>assessment</i> , rather than teaching. Authentic assessment is what drives our instruction and allows us to differentiate and provide personal learning for all our students.	We assess frequently to find out what the student ALREADY KNOWS AND CAN DO , in order to discover what the next best teaching/learning steps would be .	• Pre-assessments before all units • LINK IT Form A (BOY)
We understand that whatever knowledge, skill, or ability is being assessed, there are many possible and valid ways for an individual student to demonstrate that understanding.	We do not require all students to have their knowledge and abilities assessed in the same way every time, understanding that the important thing is to know if a student “got it”, not that every student has to show understanding in the exact same way. We honor and validate multiple and often creative forms of assessment.	Every summative assessment in every unit offers choice in how a student can demonstrate his or her acquisition of the central idea of that unit. Students can choose a digital tool, written or illustrated depending on the task and sometimes develop their own.

We believe that learning should involve students in both peer feedback and self-assessment.	In order to make learning more authentic and engaging, students are taught to give and accept feedback from their peers as well as self-assess and reflect on their learning Feedback is an indicator on our GPS TEPL (Teacher Evaluation Plan) Exemplary Feedback includes: • Teacher and students share responsibility for giving feedback • Students are given opportunities to self-evaluate and improve their own work with timely actionable feedback from teacher and peers	• Rubrics for peer and self-evaluation • Partnership work • Group work • Opportunities for feedback from peers • Student led groups
We believe that regular and timely feedback is provided to inform and improve student learning.	Feedback is an indicator on our GPS TEPL (Teacher Evaluation Plan) Exemplary Feedback includes: • Teacher and students share responsibility for giving feedback • Students are given opportunities to self-evaluate and improve their own work with timely actionable feedback from teacher and peers	• Rubrics • Teacher/ student conferencing • Quantitative (measurable score) and written • Feedback checklist
We believe that providing students with regular opportunities for goal setting and self-reflection is essential to assessing progress towards a personal goal.	Ongoing student reflection promotes ownership of learning. Students have frequent opportunities to reflect on what they are learning and their success in learning. Students make goals to improve their learning outcomes and	• Exit tickets • Reflection / wonderings • Conversations • Goal setting sheets

	have opportunities to make authentic choices for their learning. Students have authentic choice and ownership over their learning. TEPL (Teacher Evaluation Plan) Student Agency Exemplary Indicator: • Students assess their own learning try setting goals, monitoring progress and evaluating performance. • Opportunities are provided for students to personalize and enrich their learning experience.	
We understand the need to maintain efficient systems for recording data about students learning as outlined in the IB programme	To consistently maintain data on the status of student learning TEPL (Teacher Evaluation Plan) Assessment Indicator (Exemplary): • Appropriate formative and summative assessments are planned for and used to monitor ongoing student progress; students collaborate with teachers to self-assess. • Additional teaching is provided as needed. Students are able to engage in pre-learning,	• New Lebanon student Data collection system • LinkIt district system • Data Dives • MTSS (Multi-tiered systems of support) • Individualized Education Plan (IEP) progress reporting • Report Cards • Digital portfolio/notebook

	re-learning and additional practice at their own rate.	
Assessment data is not just important for teachers, but for everyone involved. We believe that student work which reflects learning and progress over time should be easily accessible.	We regularly communicate assessment data to all stakeholders including students, teachers, parents, administration. TEPL (Teacher Evaluation Plan) Assessment Indicator (Exemplary) • Appropriate formative and summative assessments are planned for and used to monitor ongoing student progress; students collaborate with teachers to self-assess. • Additional teaching is provided as needed. Students are able to engage in pre-learning, re-learning and additional practice at their own rate.	• ClassDojo program creates a positive culture, gives students a voice and engages families in their child's learning and classroom activities. It also serves as a PBIS incentive system. • Parent conferences (in person) • Report cards • Frequent communication with parents via phone calls, Dojo, face to face check ins. • Welcome calls - beginning of year
We believe that analyzing data with the purpose of meeting individual needs of each student is important to personalized learning The critical elements necessary for any teacher and student to realize personalized learning in GPS include: - Partners in Learning - Student Ownership - Self Regulation	To personalize learning according to the individual needs of our students based on the outcome of student performance assessment data, and choice. Frequent data collection informs instructional decisions and groupings. Teachers use data to inform instructional decisions in their classrooms. Students are provided with	Ensuring that all learners experience curriculum through a variety of styles and choices: • SMART board / technology • Ipads, chromebooks • Field trips • Assured experiences • Manipulatives • Visual • Auditory • Tactile

Combined, all play a part in developing student agency. When implemented, students are engaged in the process and are empowered to manage their own learning in partnership with their teachers, peers, parents, principal, and community at large. Learner-centered paradigm and community-based education work hand in hand.	opportunities to review their own data and make learning decisions based on that data.	
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Greenwich Public Schools data management systems:
Dibels 8th Edition Universal Screening (starting 09/23)
CT SEDS - IEP system
LINKIT Data Management System
SBA Reporting system
Aspen - student management system

Assessment of NL Program of Inquiry

The staff at New Lebanon Elementary have created summative assessments for all units of inquiry taught in each of the six grade levels. These summative assessments are to check the understanding of the central idea and inquiry points of each unit with students.

UOI Reflections

Assessments given for each unit of inquiry will be reflected upon by participating staff members at the reflection meeting for that unit. Any changes to be made to the assessment the next time it is taught or successes to remember will be documented on

the planner. Grade level teams are responsible for gathering the necessary information from the specialists to add to the reflection as needed.

New Lebanon Assessments 2023-24

Reading & Writing Curriculum Assessments Grades 2-5	Curriculum-based assessments linked to corresponding units of instruction for reading and writing as per literacy calendars
Running Records (Formative Assessment)	- Administer a running record (leveled and decodable) across the year for every child to inform instruction - Follow up as needed; Administer running record on rolling schedule. For ex.: -when you think a child is ready to move up a reading level -to determine mastery of phonics skills and next steps -when you need to determine instructional teaching points for individuals and small groups -when you need more information about a struggling reader -for progress monitoring - Data collected in a NL data collection sheet
Dibles 8th Edition Grades K-3	Universal screening administered three times per year.
Foundations/End of Unit Assessments Grades K-3	End of unit assessments
LINKit! (District Benchmark Math & ELA District Assessment Grades 2-5)	3 times per year
On Demand Writing Assessments	Each genre requires an on demand before beginning the unit to inform instruction

Grades K-5 (from the Writing Pathways book)	Administer opinion, informational, and narrative on-demands as pre and post to corresponding units to inform your instruction.
SBA (State Assessment) Grades 3-5	April - May
Kindergarten	Kindergarten Entry Inventory (KEI)- September (state of CT)
Math Assessments Grades K-5 (per unit)	End of Unit Assessments