

Mabel L. Pendleton Elementary School

ASSESSMENT POLICY

Mission Statement

The Pendleton School community is dedicated to developing lifelong learners and productive, compassionate citizens committed to creating global connectedness and intercultural respect that values and celebrates differences. Pendleton Panthers execute a rigorous, inquiry-based, concept-driven program that maximizes each scholar's potential.

Assessment Philosophy

Pendleton believes in the importance of multiple forms of assessments and gathering and analyzing data with student growth in mind. Multiple assessment tools are employed to monitor academic and procedural skills acquisition throughout the units, which provides opportunities for teachers to reflect on their practice. Further, it is of utmost importance that the data be communicated when relaying students' progress to families.

Effective assessments are:

- Authentic - connects to the real world, promotes student engagement, and global perspective
- Transparent - clear and specific learning goals, success criteria, demonstrates visible thinking, includes inquiry and reflection
- Varied - a wide range of tools and strategies gives a well-rounded view of student growth
- Developmental - focus on a persona/individual growth (not comparative to others)
- Collaborative - between teachers and students

Developing a system of continuous assessment – both formative and summative - provides educators with an early and consistent indication of student performance/evidence of learning to maximize learning in a variety of academic settings. Students are provided with consistent and multiple opportunities to demonstrate mastery and to reflect upon individual goals.

Effective Assessments

Effective assessment tasks:

- support the student learning process
- directly relate to the learning outcome
- provide explicit and transparent criteria – students know what they are to learn
- time-efficient and manageable (resources, student numbers, time allotment)
- provide a challenge for the full range of learners being assessed
- consistent and repeatable
- measurable, equitable, authentic, valuable
- set goals, assess, reteach, reassess

Monitoring Learning

Students' progress is regularly monitored through the teacher's informal/formal observations.

Examples: observing, questioning, monitoring, open-ended, collaborative opportunities, differentiated (remediation, challenge, special education support)

Pre-Assessments (Prior Knowledge)

Teachers assess the prior knowledge and experiences of the students at the beginning of a new unit in order to determine their level of understanding before instruction begins.

Formative Assessments (Assessments FOR Learning)

- Given throughout the school year to help monitor the progress and modify instruction
- Feedback to both students and teachers on how they are understanding and applying new concepts and skills.

Summative Assessments (Assessments OF Learning)

Summative assessments typically occur at the end of a unit and are an opportunity for the students to demonstrate their understanding of concepts and skills. Assessments may be designed so that students apply their learning in new ways. When appropriate, students may be given options for how to present their understanding so that different learning styles and needs are addressed.

Assessment Tools

- Rubrics
- Checklists
- Inventories
- Anecdotal records
- Teacher-made tests or quizzes
- Exit tickets
- Verbal informal assessments

IB Portfolios

- A way to track students' learning and see their academic growth over the years
- From TK to Grade 5, students will keep at least one work sample from each unit of inquiry using Google Drive.

Self-Assessments and Reflections

Student self-assessment can be achieved through a variety of methods, including but not limited to:

- Rubrics and checklists
- Peer talks
- Student/Teacher Conferences

Students need to specifically receive training in order to effectively:

- Evaluate their work against a set of criteria
- Track their learning progress
- Identify strengths and weaknesses
- Set obtainable and efficient goals
- Respond and act effectively to improve skills and knowledge base.

Peer Evaluation

Peer evaluation provides a meaningful learning process for students to assess and offer feedback to each other.

- Writer's Workshop: Students read their stories to one another and provide feedback for revision

- Students use a set of expectations/criteria and checklists.

Peer Evaluation Process:

1. Introduce the assignment and criteria
2. Train and give practice on how to use the rubric and provide feedback
3. Students peer assess the assignments using a rubric/checklist
4. Instructors and students reflect on the activity with an emphasis on reinforcing the learning that occurred in the giving of peer feedback

Documenting Learning

Teachers and students record and reflect in portfolios, Writer and Reader's notebooks, journals, and individual reflections.

Examples: thinking and growing are visible, student portfolio, including learning goals and success criteria

Projects
 Test/Quizzes
 Reports/essays
 Exit tickets
 Oral presentations
 Journals
 Observations
 Student reflections
 IB portfolios
 Benchmark assessments (iReady)
 Teacher/Student conferring

Measuring Learning

Students have opportunities to receive teacher and peer feedback through self-assessment and reflection, as well as peer-to-peer feedback and reflection.

Examples: comprehensive, varied, informs learning path, growth shown, next steps.
 (Benchmark and Anecdotal Data) - Opportunities for student choice and agency in the demonstration of growth

California Assessment of Student Performance and Progress (CAASPP) State exams

- Grades 3-5:
 - Smarter Balanced Assessment Consortium Assessments: The California Assessment of Student Performance and Progress (CAASPP) computer adaptive assessments are aligned with the Common Core State Standards (CCSS). English Language Arts/literacy (ELA) and Mathematics tests are administered in grades three through five to measure whether students are on track to college and career readiness.
- Grade 5:
 - California Science Tests (CAST): The new, computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grade five. The new computer-based CAST replaces the California Standards Tests (CST) for Science.
- Grade 3-5:

- California Alternate Assessments (CAA): The computer-based CAA for ELA and CAA for Mathematics is administered to students with the most significant cognitive disabilities in grades three through five. Test items are aligned with the CCSS and are based on the Core Content Connectors. The instructionally embedded CAA for Science is administered in grade five.

English Language Proficiency Assessments for California:

- English language proficiency testing is not done through the ELPAC which is a computer-based assessment. Students' score reports will be made available through the Aeries Student Portal.

Reporting on Learning

The evidence gathered about students' growth and performance is shared with all the stakeholders, including students, teachers, families, and administrators, in the following ways.

- Parent-teacher-student conferences
- Student-Led Conference (during workshop)
- Progress Report - 3 times a year
- Report Cards - 3 times a year

Communication and Review of Policy

Pendleton staff will revisit the Assessment Policy every year and revise it as necessary. We will post it on our website for the parents and the community to see. A copy of the policy will be provided to new teachers at the beginning of the school year.

Names of People Involved in Creating this Policy:

Loriann Leota, Shelley Michel, Esther Noh, Kristin Sherman & Jan Smith

References Used in Creating This Policy:

Running Springs Elementary School and Ocean Knoll Elementary Assessment Policies