

ASSESSMENT POLICY



**Harrison Central School District
INTERNATIONAL BACCALAUREATE
PRIMARY YEARS PROGRAM**

PHILOSOPHY

The Harrison Central School District believes the purpose of assessment is to give students opportunities to demonstrate their understanding of content, concepts, and skills and to provide ongoing feedback in order to support teaching and learning. We value the individuality of each learner and are therefore committed to a holistic assessment approach that includes multiple measures and opportunities for personalized learning that values creativity, critical thinking, and metacognitive skills. Assessments and feedback are aligned to best practices that allow students to acquire knowledge, apply knowledge, and create knowledge. Our process-based approach ensures that assessment is an integral part of learning.

PRINCIPLES OF ASSESSMENT

We assess our students in order to:

- Provide students with a variety of tools for self-reflection and improvement
- Inform instructional decisions
- Offer feedback to support student learning
- Celebrate student progress and performance
- Allow opportunities for goal setting and student agency
- Provide families with authentic information about their child's efforts, progress, and achievement to facilitate a home-school partnership

PRACTICES OF EFFECTIVE ASSESSMENTS:

- Assessment practices and evaluation are fair, clear, and accessible to all students
 - Teachers create fair assessments that promote international-mindedness and avoid bias and potential cultural misunderstandings.
 - When designing PYP assessments teachers will differentiate based on the needs of the students (including IEP, 504s, ENL proficiency levels, etc.).
 - Teachers will administer assessments in environments that promote student success.
- Teachers will design assessments that embed the following attributes from the IB Learner Profile:
 - Reflection
 - Communicator
 - Open-Minded
- Teachers design assessments that provide the opportunity for collaboration and feedback between student(s), peers, and teachers.
- Assessments accurately reflect what was taught. Assessment design does not create a barrier that prevents students from demonstrating their knowledge and understanding.

- Teachers design assessments that promote student reflection and self-evaluation.
- Teachers design assessments that produce evidence of student growth and learning that can clearly be reported and understood by students, parents, teachers, and administrators.

CATEGORY OF ASSESSMENTS:

- **Formative Assessments:** Assessments should go beyond measuring achievement to inform teaching and learning. Formative assessment provide valuable information for both the teacher and learner as to individual progress toward meeting learning standards. Examples of formative assessments include:
 - teacher observations
 - classroom activities
 - homework
 - quizzes
 - writing samples
 - journaling
 - reflections
 - skill practice
 - academic conversations
 - quick writes (e.g., exit slips, stop and jots, etc.)
- **Summative Assessment:** Summative assessments are given at the end of a thematic unit and used to determine a learner's understanding of concepts, skills, and strategies. Teacher-designed rubrics will provide students with feedback that captures their growth, incorporates the learner profile attributes, and sets personalized goals for learning. Examples of summative assessments include:
 - projects
 - unit exams
 - research papers
 - presentations
 - essays
 - reflection portfolios
- **Self-Assessments:** Self-assessments are ongoing throughout the unit and aligned with the IB Learner Profile. Students use these self-assessments as a way to monitor progress and set realistic goals that build agency and empower them to take action on their learning.

PRINCIPLES OF GRADING

- Student progress is represented on a 1-4 scale that holistically analyzes multiple measures of student learning.
- Teachers determine student proficiency levels utilizing New York State's Next Generation Learning Standards and District-created standards.
- Teachers use multiple measures to understand students' progress.
- Teachers closely analyze student progress across various measures.
- Grades reflect an achievement against standards, personal progress, and process.
- Teachers provide meaningful and actionable feedback.

PRINCIPLES OF REPORTING

At Harrison Central School District we seek to establish and maintain meaningful partnerships with families and the wider community as a whole. To that end, we inform families about assessments and procedures for assessments utilizing multiple communication streams.

- The district also maintains a website where school policies can be accessed.
- Report card and Parent-Teacher Conferences: Report cards are an instrument that captures how students are progressing in academic and social learning and are shared with families during parent-teacher conferences.