



Copeland Elementary School

1440 Jackson Road
Augusta, Georgia 30909
Office: (706) 737-7228
Fax: (706) 731-7656

<https://copeland.rcboe.org>

Tynisha Brisco, Principal



PYP Assessment Policy

Copeland Elementary is an Authorized School for the Primary Years Program (PYP). This school has obtained authorization as an IB World School, aligning with a shared philosophy dedicated to providing high-quality, challenging, and internationally-focused education that Copeland Elementary deems essential for our students.*

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). For further information about the IB and its programmes, visit www.ibo.org*

Mission: Empowering all learners through curiosity, equity, excellence and strong foundations for lifelong success!

Vision: Inspiring inquirers and thinkers to grow, lead, and thrive in a global community.

Statement of Belief

Our shared philosophy at Copeland Elementary is the development of the whole child through inquiry-based instruction which embodies differentiation and global mindedness all through student driven curiosity. We believe the purpose of assessment is to communicate to students and their parents/guardians, areas of strength and needed growth. Through the use of various types of assessment, students and parents/guardians gain information concerning their child's progress in relation to grade level and state norms. Teachers structure regular assessments to gather information needed to adjust instruction as it relates to student success and content mastery. Copeland's focus includes ongoing formative assessment with summative assessment tasks at the end of a unit of inquiry. Differentiated assessment is provided to accommodate student's various learning styles and modalities. Copeland believes that assessment is a critical piece of information necessary for communicating progress to students. We believe in both data driven and concept driven assessment strategies balancing both teacher-designed assessments with benchmark and standardized testing.

Assessment in the Classroom

Teachers use a variety of formative and summative assessment strategies within individual classrooms to accommodate various learning styles and individual needs. Forms of assessment within individual classrooms include both formative and summative instruments and are tailored to meet individual needs. These include, but are not limited to:

Pre-assessment

Pre-assessments are used to gauge student's prior knowledge prior to the beginning of instruction. A pre-assessment is given before each major concept taught within each subject area/unit of inquiry. Teachers use pre-assessments as a way to determine whether the student is on target toward mastery of the standard/concept or if the instruction needs to be readjusted to teach foundational elements that may be missing or incomplete. Types of pre-assessments include but are not limited to:



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- KWL Charts/graphic organizers
- Oral Discussions
- Pre-Quiz/Pre-test
- Writing Samples
- Provocation activities

Formative assessment

Informal assessment is done consistently throughout the grading period. Formative assessments as they relate to the lines of inquiry are developed as common assessments with the units of inquiry. Grade levels also use common formative assessments in reading, writing, ELA and math as it relates to district/state benchmarks and requirements. Types of formative assessment include but are not limited to:

- Anecdotal notes
- Checklists
- Graphic organizers
- Quizzes (some cases)
- Student reflection (written and oral)
- I-Ready

Summative assessment: Summative assessments are focused on the central idea from each unit of inquiry. Summative assessments measure and gauge student understanding, allow students to reflect on learning, and evaluate the effectiveness of the learning.

Mandatory Assessments: Mandatory assessments are based on the requirements of the school district and state of Georgia. Summative assessments are given to gauge the student’s progress toward content/standard mastery in all areas of instruction. Types of Summative assessments include but are not limited to:

Formal Assessment Title	Administration Dates/Frequency	Grade Levels Assessed
I-Ready Diagnostic	SY August, January, & May	K-5 th
Common Assessments	Weekly	K-5 th
Georgia Milestones	April	3 rd -5 th
GKIDS	August (October 2020) /May	K
COGAT	November	1 st & 4 th
Benchmark	Quarterly	1 st -5 th
Access/Wida	Case by case basis	K-5 th

The mandatory assessments give data which inform instructional decisions in order to adjust instruction to provide specific strategies. Assessments regarding special services supports student’s identified areas of growth. These assessments serve as one of many tools used to record, support, remediate and enrich student progress.



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Self-Assessment and Reflection: Opportunities for self-assessment and reflection are given on a consistent basis with the classroom. Report card addendums go home each nine weeks which include an assessment on the learner profiles. Self-assessments are an ongoing part of teaching and learning.

Information communicated to Parents

Information about student learning is communicated in a variety of ways. Types of communication to parents include but are not limited to:

- Spotlight
- Remind 101
- Canvas
- Weekly Progress Reports
- Curriculum Nights
- Title One Parent Information Meetings
- Summative Tasks
- Work Samples
- I-Ready and Benchmark Data
- Parent Portal – Infinite Campus
- Parent/Teacher Conferences
- Test Results: Georgia Milestones, Common Assessments, Benchmark, GKIDS, COGAT

Reporting Student Growth

In order to keep parents as well as students aware of their progress, Copeland Elementary communicates student achievement data in the following ways:

Academic Report Cards / Progress Reports: Progress reports are sent home with students every 4 1/2 weeks by teachers. Parents are able to schedule conferences at this time as well as periodically throughout the year as needed. Every nine weeks students receive a report card. Report Cards also include an assessment of student progress regarding the IB Learner Profiles.

Conferences: The Richmond County School District requires two mandatory parent conferences days during the first and second semester. However, parents are encouraged to schedule conferences with teachers as needed.

Parent Contact/Communication: Teachers are required to keep parents informed through email communication, class websites, and phone calls. All forms of communicated are documented within Infinite Campus.



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Assessment and the Program of Inquiry

Assessment of the unit planners takes place both formatively and summatively. Common formative and summative assessment tasks are developed by grade level teams to assess student learning as it relates to the lines of inquiry. Teams develop common summative assessments to assess student learning and understanding of the central idea for each of the six transdisciplinary units of study. These assessment tasks, are not always in the form of complex, major projects and assignments but can include question and answer formats, oral responses and presentations. Assessments are also modified to address student's specific and individual needs. Teachers work in grade level teams to decide what specific criteria will determine concept mastery and design a task for students to do as well as a tool for evaluation. Teachers use a variety of assessment tools, including rubrics to ensure students understand the criteria and how the assessment tool is used.

Beginning in 2022, students in 5th grade participate in Exhibition, the culminating experience of the PYP. Students are expected to demonstrate all aspects of the Learner Profile, participate in an in-depth collaborative inquiry, and take action based on learning. Fifth grade teachers, along with the IB Coordinator and instructional specialist will aid in the Exhibition process, working with students to develop their action project based on one of the six transdisciplinary themes studied throughout the program.

Ongoing Review of the Assessment Policy

Responsibility for ensuring the successful implementation and evolution of the assessment policy will be held by the pedagogical leadership team as well as the IB Steering Committee. Communication of the assessment policy will extend to parents, teachers and local stakeholders in the community. Regular evaluation and implementation of our policy can be seen through representation in lesson plans, PYP Unit Plans and implementation in classroom instruction.



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Resources

John Herbert Philips Academy – Parent Information – Assessment Policy

<https://www.bhamcityschools.org/Page/24871>

Lake Forest Hills Assessment Policy <https://www.rcboe.org/lakeforesthills>

Making the PYP Happen © International Baccalaureate Organization 2007, 2009

Meridian School – Assessment Policy

https://www.mwschool.org/apps/pages/index.jsp?uREC_ID=205309&type=d&pREC_ID=449132

South Smithfield Elementary School - Assessment Policy <https://www.johnston.k12.nc.us/Page/21761>

Revision: 4/26/21

This policy was written by the PYP Coordinator. This policy was reviewed and edited by the Instructional Specialist and Assistant Principal. This policy was reviewed by the IB Steering Committee

Revision: 10/30/21

This policy was revised by the faculty. Revisions were submitted via Canvas

Revision: 10/23/23

This policy was revised by the Pedagogical Leadership Team in October of 2023. The edits were submitted via hard copy documents.

Revision: 02/24/25

This policy was revised by the PYP Coordinator and reviewed by the Pedagogical Leadership Team.

Revision: 03/09/26

This policy was revised by the PYP Coordinator and reviewed by the Pedagogical Leadership Team.

The mission of the Richmond County School System is to build a globally competitive school system that educates the whole child through teaching, learning, collaboration and innovation.