Assessment Policy



JEFFERSON SCHOOL

JFS Mission Statement:

The mission of our school is to provide all scholars with a high-quality education that is rigorous and relevant, that tasks scholars to use high order thinking skills and apply their learning to real-life situations. We seek to create a safe and caring learning community that promotes agency in learning and social emotional growth that achieves equity for all scholars. We ensure that each scholar is a successful learner, by challenging and supporting every scholar to thrive as a global citizen, achieve academic excellence, and embrace the diversity of our community.

What is Assessment?

Assessment is essential to the learning process. It is designed as a tool **for learning**, a measurement **of learning** and is developed **as learning** when scholars have an opportunity to reflect and to make adjustments to their learning**.** Assessment includes all members of the learning community, to ensure that our assessment practices are both honest and authentic. Assessment is a continuous check in with scholars in order to differentiate and scaffold learning and teaching to guide learning outcomes. It consists of both formal and informal practices that support our ability to develop and deepen our understanding of scholars' knowledge, understanding and skills.

Jefferson's Philosophy on Assessment:

At Jefferson we believe that assessment plays a vital role throughout our inquiry process as a way to ensure learning is collaborative, differentiated, interactive, and specific to the needs of all scholars. Our philosophy values assessment as a dynamic and relevant approach to learning that ensures that we support opportunities for documenting, measuring, and reflecting on the knowledge, conceptual understandings and skills demonstrated by our learning community.

As aligned with the IB philosophy on assessment, our school-wide assessment culture acknowledges the role assessment plays in informing the learner, learning and teaching, and the learning community about achievement, progress and in supporting decision-making. In an assessment-capable learning community, everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made.

Purpose of assessment:

- To capture evidence of scholars' knowledge, conceptual understanding and skills
- To appropriately group scholars
- To guide our instruction and frame the learning
- To form scholars' learning
- To identify areas of challenge and apply scaffolds when needed
- To support teacher self-reflection
- To support scholar self-reflection
- To inform and plan and set goals for future learning
- To identify areas where there is a need to formatively re-engage around misunderstandings
- To find trends in misconceptions
- To identify prior knowledge that will support learning
- To provide feedback/feedforward to support the transdisciplinary process for learning
- To reteach and extend learning
- To understand our scholars and support scholars understanding of themselves

What is assessed?

- Content knowledge
- Conceptual understanding and skills
- Prior knowledge
- Development of social skills and community involvement
- Development of attitudes
- Taking action
- CA Common Core State Standards

When do assessments take place?

By collecting ongoing assessment we are able to reflect, reteach, and re-engage through our units of inquiry. Assessments take place before content is introduced and continue throughout the units of inquiry. At Jefferson, we use a range of diagnostic, formative and summative assessments to ensure that scholar understanding is monitored, measured, documented and reported accurately and authentically within our learning community.

Effective assessment practices are:

- Collaborative
- Varied- include variety of assessments
- Student and teacher collaboration and creation
- Giving and receiving feedback
- Informing next steps- feed forward
- Include opportunities for peer feedback for self improvement
- Include opportunities for self reflection
- Provide scholars with opportunities to engage their interests and make real world connections
- Provide timely feedback on learning to support next steps in the learning process
- Include opportunities for scholars to set goals and monitor their progress

Recording:

What tools are used to collect data?

- Pre-assessments (At the beginning of every unit teachers pre assess in order to meet students to meet students where they are and extend and provide deeper learning experiences)
- Formative assessments (ongoing throughout the units)
- Summative assessments (end of unit, end of year assessments)
- Exit tickets
- Self-Assessments (KWL, background knowledge, checking for understanding)
- Rubrics (co-constructed with teachers and students)
- Success Criteria Checklists (co-constructed with teachers and students)
- Portfolios (Toddle)
- Self-reflection
- Triangulating feedback forms (self, peer, teacher)
- Mid-chapter checkpoints
- Benchmark assessments (Wonders, IABs, Google Forms, ESGI, GoMath!)
- iReady - Diagnostic and Standards Mastery
- Teacher observations
- CAASPP
- Interim Assessment Blocks (IABs/FIABs)
- MAC/MARS Math Tasks
- SIPPS
- Exhibition (6th grade)
- BPST/Fluency Assessments
- DIBELS Data
- Class Companion

Reporting:

When and how we report on student learning:

- Report Cards
    - Three times a year
- Progress Reports
    - Three times a year
- IAB
- Scholar Led Conferences
    - End of 1st Trimester
- Parent Teacher Conferences
    - As needed
- State Assessment Score Report (CAASPP)
    - End of Year (3rd-6th)
- Reflective Conferences
- Rubric-informed
    - Exit Tickets
    - Writing
    - Attendance
    - Homework
    - Program Assessments
    - Behavior Matrix
- Student Success Guide
    - Once a year

Role of the scholar:

- Apply conceptual understanding
- Acting on feedback received
- Support teachers in co-constructing learning goals and success criteria
- Demonstrate attributes of the learner profile as they contribute to ongoing learning that support their understanding of knowledge, concepts, and skills
- Collaborate with teachers and peers to reflect on their learning and plan next steps in alignment to their learning goals
- Use student agency to decide how they best demonstrate their knowledge, understanding and skills

Role of the teacher:

- Support students through modeling
- Uses data to inform instruction
- Understanding the reason why we are assessing
- Provide multiple forms and variety of assessments
- Differentiating and scaffolding assessments
- Colleagues collaborating around assessments (design, analyze, and reflect)
- Co-constructing clear expectations through rubrics and success criteria and allowing for student voice when creating them

- Facilitate opportunities for scholars to showcase their learning (eg. Exhibition)
- Communicating through Parent Square

Role of the learning community:

- Participate in implementing and supporting student led conferences
- Carry out my part of the plan with my child at home
- Tracking student progress and development
- Being an engaged partner in the learning
- Discuss report cards, behavior reports, and other assessments of performance or achievement with my child
- Supportive, awareness, knowledgeable, structure, value education, accountability, follow through, review standards/rubrics, re-engagement
- Share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help the students achieve the state's high academic standards
- Partner with scholars and the school to commit to further engage and deepen learning and support the school's efforts to meet school expectations
- Communicating through Parent Square

Role of leadership:

- Provide staff with the proper tools needed to help move children in their academic development and success to be college and career ready
- Provide staff development and training for all staff members in academics, discipline and parental involvement
- Be an active presence in classrooms
- Monitor students' progress reports, interim reports, and report cards

Policy Review:

This policy will be shared on our school website for the learning community and will be reviewed and revised at least annually with all stakeholders. We have committed to aligning our policies at Jefferson to the philosophy of the IB Primary Years Programme and will work collaboratively with our school community to develop a foundation of support for our scholars as they learn and grow.

IB Publications used to inform this policy:

Information included in this document was inspired from the following IB guides and supporting resources.

Primary Years Programme, Learning and Teaching, International Baccalaureate Organization, 2019

Date of Last Review: March 4, 2026