



Stonewall Tell Elementary PYP Assessment Policy



Mission Statement:

The mission of Stonewall Tell Elementary School is to provide world-class experiences in teaching and learning, professional development, stakeholder engagement, and continuous improvement practices in a safe, culturally sensitive environment. To develop inquiring, knowledgeable, caring digital learners that positively impact their world through intercultural understanding and action.

Vision:

The vision of Stonewall Tell Elementary School is to develop world-class, inquiring, knowledgeable and caring individuals who positively impact our world through intercultural understanding and respect.

Philosophy:

At Stonewall Tell Elementary school, we believe that assessments are necessary for student success and is an important part of learning and teaching. The purpose is to set guidelines for teaching and learning. To ensure student needs are met, we utilize assessments to collect, analyze, and report data in our effort to drive instruction and monitor and improve instructional practices as we address student needs. These assessments serve to provide effective communication to students, teachers, and parents with varied opportunities to show mastery, document learning processes, engage students, and make informed decisions to take action. We believe that assessments are necessary to determine student understanding of and the ability to apply concepts/standards to real-world situations, inform instruction, and provide the progress of students to all stakeholders. Assessments can be conducted in different modalities to reach all learners. Students should be active participants in the assessment cycle.

Principles of Effective Assessments:

- **Principle 1** - Assessments should be valid.
- **Principle 2** - Assessment should be reliable and consistent.
- **Principle 3** - Assessments are explicit, accessible, and transparent
- **Principle 4** - Assessments should be inclusive and equitable, without compromising academic standards and inclusion.
- **Principle 5** - Assessments should be an integral part of a program design and should relate directly to the program aims and learning outcomes.
- **Principle 6** - The amount of assessed work should be manageable.
- **Principle 7** - Formative and summative assessments. Diagnostic assessments may be included.
- **Principle 8** - Timely feedback that promotes learning, helps students to become more independent and effective at self-regulating their own learning. Conference reflection after unit assessments.
- **Principle 9** – Allow for personalization of learning, as appropriate. Encourage the development of assessments collaboratively with students.

Types of Assessment:

- **Formative assessments:**
 - Concept maps
 - Exit cards
 - Bus stop strategy
 - Think-pair-share
 - Quizzes/CFA
 - Open-ended questions
 - Portfolio
 - Reflections
 - GKIDS
 - Teacher observations
 - Anecdotal notes
 - Checklists/GELDS Checklist
 - WSO
 - IReady Lesson Quizzes
 - Writing Prompts
 - Graphic Organizers
 - Kahoot
 - Seesaw/Quizlet/Padlet/Nearpod
 - Microsoft Forms
 - Class discussion/Quick Check
 - Performance Task
 - Peer evaluations
 - KWL
- **Summative assessments:** (General Education/Special Areas-Art, Health/PE, Music)
 - Unit test
 - Projects
 - Essays
 - Performance Assessment Rubrics
 - Illuminate Assessments
 - Advanced Math Assessments
 - Narrative Summary
 - Diagnostic Screener: iReady -Standards-Based Assessment (Reading and Math)

Assessment Tools:

- Student Portfolios
- Formative Assessments
- Summative Assessments
- Performance-Based Assessments
- Progress Monitoring
- Self-Evaluation (student SMART Goals)
- Benchmark Assessments (iReady Reading and Math given 3 times a year)
- Wonders High Frequency Word Lists
- Standards-Based Assessments

- Basic Skills Test
- Rubrics

Standardized Assessments:

- Georgia Milestone – 3rd -5th grade students
- Fulton County Benchmarks – 3rd-5th grade students (how many times a year???)

Other assessments:

- Phonics- 95 Core Phonics Assessment
- WriteScore -3rd and 5th
- Unit Assessments K-5 Math and 3-5-ELA
- Amira -K-2 (3rd-5th as needed)

IB (INTERNATIONAL BACCALAUREATE) Portfolio:

Digital portfolios will be used to document IB participation throughout every grade level. The use of the **Seesaw platform** will allow portfolios to be saved and shared with ease as students move on to the next grade level.

The learner portfolio is a place for a student to explore and reflect on literary texts, as well as establish connections between them and with the areas of exploration and the central concepts in the subject. Student Choice Boards give students autonomy and choice in their learning. While allowing teachers to differentiate and assess in real-time.

District and State Requirements:

Conferences:

Conferences on Student Behavior & Academic Performance. Conferences are to be held at least twice a year, but more often for those students who are performing below grade level. One conference should be student-led, and the other (s) should discuss data and goals.

- Parent-Teacher Conferences- Data-based
- Teacher-Student Conferences- Set attainable goals with student input
- Student and teacher-led
 - All conferences documented for accountability purposes in (IC), Infinite Campus
 - Set goals within the IB Learner Profile

Assessment Review:

The policy will be reviewed annually in the spring of each school year. It will be revised as needed. Any changes in the policy will be reflected in our assessment data and communicated to parents by the teachers and administration.