



TUSCALOOSA
MAGNET SCHOOLS-ELEMENTARY



Assessment Policy

The mission of the Tuscaloosa Magnet Schools is to motivate students to discover knowledge, create a better world, and serve in a way that respects others.

Vision - TMSE inspires students to be lifelong learners, diverse thinkers, and caring individuals while encouraging international-mindedness through inquiry.

Assessment Philosophy

At Tuscaloosa Magnet Schools - Elementary (TMS-E), we believe that all learners, through intentional reflection and meaningful feedback, will become reflective life-long learners who set personal and professional goals to apply the concept of self-adjustment to their daily lives. Learners will engage and collaborate in order to be an active part of the assessment process as it relates to co-constructing expectations and feedback. Assessment is utilized by faculty and staff within the learning space to plan and implement research-based instructional strategies derived from data and evidence. Additionally, It is within our core belief system that ongoing, monitored formative and summative assessment must both be utilized to evaluate student learning effectively.

As part of the Professional Learning Community (PLC), TMS-E will engage in collaborative planning to align learning outcomes and the learning process to standards and assessments. Before instruction, teachers will pre-assess and adjust plans for instruction in order to both forward and backward evaluate student learning. Faculty and staff will measure, document, and report all assessment outcomes. Learning goals and success criteria are co-constructed and clearly communicated with parents to maintain transparency in our program. Assessments should create a dialogue between students, parents, and the school to foster an assessment culture that develops the learner agency.

Assessment of ALCOS and CCRS is what will be reported on student report cards. Grades 1 and 2 report using standards-based reports. Grades 3-5 report using letter grades.

IB Learner Profile

The TMS-E Assessment Policy is aligned with the IB learner profiles. Throughout each unit of inquiry and across the six transdisciplinary themes, all learner profiles are discussed in depth to create a meaningful, and real-life understanding of how each of the learner profiles are applied in daily life activities. TMS-E faculty and staff, through assessments, encourage students to be:

- Principled
- Reflective
- Inquirers
- Thinkers
- Communicators
- Knowledgeable
- Open-minded
- Caring
- Risk-takers
- Balanced

Approaches to Learning & Assessment

Thinking Skills: Students will apply their thinking skills throughout assessments in order to utilize metacognition.

Communication Skills: Students will apply their [communication skills](#) throughout assessments to demonstrate understanding within both formative and summative assessments.

Self-Management Skills: Students will demonstrate their self-management skills by doing their best on each assessment and displaying [academic integrity](#) while completing assessments.

Social Skills: Students will demonstrate social and intrapersonal skills when collaborating with others and independently completing applicable assessments. This includes self-management, reflection, responsibility, perseverance, and awareness of their own learning.

Research Skills: Students will demonstrate their research skills on applicable assessments ensuring the application of [academic integrity](#).

Rights & Responsibilities			
School/Admin	Faculty/Staff/Library Media Specialist	The Learner	Parent/Guardian
Rights - A learning space that allows growth through mistakes. - Clear policies and training - Access to resources & tools - Support from faculty and IB coordinator - Professional discretion Responsibilities - Model ethical behavior - Support the implementation and enforcement of the academic integrity policy - Provide resources and training to staff and students - Maintain records of academic	Rights - A learning space that allows growth through mistakes. - Clear policies and training - Access to resources & tools - Support from administration - Professional discretion Responsibilities - Educate students on the importance of academic integrity - Educate students on age appropriate academic integrity skills - Model ethical behavior - Provide students with resources & tools - Use supports provided by TCS	Rights - Fair (not always equal) opportunity to exhibit knowledge through assessments - A learning space that allows growth through mistakes - Fair process - An environment that encourages integrity Responsibilities - Exhibit academic integrity - Submit work that is their own. - Report any observed instances of academic misconduct. - Students may not use or possess copies of previous assessments or assessments	Rights - Adequate and ease of access to assessment policy - Proper education on expectations of students and families. Responsibilities - Model ethical behavior - Encourage and support their children in maintaining academic integrity. - Understand the school's academic integrity policy and its importance - To preserve the integrity of assessments, assessment materials (including tests, quizzes, performance tasks,

misconduct and consequences • Use supports provided by TCS such as Lightspeed, GoGuardian, and Adaxes	such as Lightspeed, and Adaxes	completed by other learners when preparing for current or future assessments, including reassessments.	and other assessment instruments) will not be copied, distributed, or shared with students, parents/guardians, or others before administration.
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Learning Spaces

School personnel will create learning spaces in which students have the opportunity to make mistakes and to learn from their mistakes. Measures and supports will reflect the age and developmental needs of learners. Both physical and virtual learning environments will be supported by the teacher, faculty, or library media specialist.

When planning lessons teachers will implement proper supports based on standards and grade level. For example, lower grade teachers will provide prompting and support when students are using their research skills. Upper grade teachers will outline self-management expectations for students while they are using their research skills. The learning space will be conducive to all students regardless of grade level.

Virtual learning spaces will abide by the stance outlined in the [TCS Position Statement on AI](#).

Assessments & Assessment Practices

At TMSE, we assess using formal and informal measures using continuous formative assessments (CFAs) and summative assessments. In all cases, assessing students is a daily, fluid practice in all classes.

According to the IB Philosophy; teachers, parents, and students will assess, record, and report learning through the following:

- Standardized Assessments
- Classroom Common Formative Assessments
- Units of Inquiry
- Learner Profile
- Student Portfolios
- Conferencing

Standardized Assessments

- Pathways to Proficiency (TCBOE)
- i-Ready (ALSDE/TCBOE)
- Aimsweb (ALSDE/TCBOE)
- ACAP (ALSDE/TCBOE)

Schedule mandated and published by TCBOE. This schedule is subject to change.

Classroom Common Formative Assessments

Because assessments guide planning and instruction, TMSE will assess in a variety of ways daily. Assessments will be reflected in different ways, but each assessment (formal and informal) will be authentic. Through the use of whole group, small group, and individual conferencing, standards will be assessed according to ALCOS and the CCRS benchmarks. These assessments will allow all stakeholders to reflect on the learning outcomes and the actual learning except in the case of pre-assessment whereby prior knowledge is assessed to plan for instruction. Formal assessments will have a rubric associated with the assessment in which to base progress and expectations off of. In the case of Mathematics, compacting may be used. In all classes, students will complete written reflection pieces regularly. These may be digital or manually produced. Please follow the link below “TMS-E Grading Framework & Best Practices” to view the TMS-E specific expectations in addition to the TCS expectations.

TMSE Grading Framework & Best Practices

Assessment Processes & Practices

The Learner	Teaching & Learning	Learning Community & Environment
• develop Unit of Inquiry assessments and learning goals (self) • self-evaluate assessments • complete assessments in an appropriate and timely manner • reflect and report data through student conferencing	• compile/develop assessments • plan multiple opportunities for success • evaluate assessments based on current standard and learning target being assessed • administer assessments • reflect on assessments using rubric • communicate data • maintain student records	• review assessments • reflect on assessments • provide feedback to the school on assessments when appropriate

Unit of Inquiry

Each Unit of Inquiry will include both formative and summative assessments using formal and informal methods. They will be fair (not always equal) and consistent throughout grade levels within the planner to maintain the integrity of the written curriculum. All assessments will be explained to the children by detailing the essential elements being assessed: Knowledge; Concepts, Skills, and Action. Many of the following methods will be used in assessing students-exemplars (student samples), anecdotal records, checklists, rubrics(student and teacher created), open-ended tasks, and performance tasks. These will take place through observation, performance, process-focused activities, and selected-response (tests and quizzes).

Summative assessments are used to assess the learner's knowledge at the end of a Unit of Inquiry, while **Formative assessments** are used along the way.

According to IB, each Unit of Inquiry will have multiple formative assessments as well as at least one summative assessment. Parents will be made aware of specific examples of assessments used when possible. At the end of each nine weeks, parents will complete a reflection as an opportunity to provide feedback to their child's to support and celebrate their child's learning.

Learner Profile

The purpose of the Learner Profile is to allow learners to reflect on the attributes of an IB Learner. Each attribute will be woven throughout the POI and subsequent Units of Inquiry. While students will not be given grades on the Learner Profile, teachers will report Learner Profile development in each child periodically.

Student Portfolios

The purpose of student portfolios at TMSE is to provide information on the learning process and an indication of growth throughout the PYP. Each student will have a binder that follows them from 1st grade to 5th grade. As an assessment piece, the binders will be student-driven and will serve as the repository for student work, assessed material (formative and summative), and student reflections. Work samples will be selected by students and teachers alike and will include student reflection of the learning process and demonstration of their understanding.

Conferences

At TMSE, assessment data will be reported throughout the year. Through the use of formal conferencing, all stakeholders will have an opportunity to review assessed material and curriculum. Additionally, assessment data will be reported when available through parent communication tools (ParentSquare) and upon parent request. A minimum of two formal conferences will take place each year unless otherwise needed. In the fall of each year, parents and teachers will conference during the second 9-weeks grading period according to the TCBOE calendar. In the Spring of each year, teachers will organize student-led conferences.

Parent-Teacher Conference (FALL, Teacher-Led)

Teachers will conference with parents one time in the fall unless otherwise necessary. As part of each conference, teachers and parents will discuss the following items:

- Google Drive (work samples/expectations)
- Learner Profile (behavior)
- Assessments (upcoming and ongoing)

Teachers, Students, and Parents will provide written reflection after the conference.

Student-Teacher Conferences (SPRING, Student-Led)

Students will individually conference with teachers to discuss progress and set goals. As part of each conference, students will discuss the following items:

- Work Samples and/or assessments
- Learner Profile
- Reflection
- Goals

Parents may request assessment data on their child at any time throughout the course of the school year, but data should remain confidential among other stakeholders as the data collected is specific to the child and may not be the same for all students. This philosophy supports our differentiated instructional model (Wormeli, 2006).

TMSE is a magnet program based on academics. As such, TMSE will use standardized assessments listed above to accept prospective students according to TCBOE policy.

Citations:

International Baccalaureate Organization

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