

Primary Years Programme Assessment Policy Morris Jeff Community School

What is the purpose of assessment?

“The prime objective of assessment in the PYP is to provide feedback on the learning process” (IB Americas, 2008). The purpose of this document is to provide clarity for our school community about the purpose and practices of assessment at MJCS in our Primary Years Programme (PK to 5th grade). This policy is reflective of our mission statement:

“Morris Jeff Community School offers an education that is a source of freedom and possibility for all students, permitting them to develop their talents fully, become contributing global citizens, and attain the foundation needed to excel at college, career and beyond.”

Our Assessment Philosophy:

At MJCS we believe assessment to be integral to teaching and learning. Through assessments we gain a better understanding of students’ knowledge and skills which influences our current and future instruction. We use assessment to monitor students’ growth over time, both academically and in the attributes of the Learner Profile. We believe that students should have opportunities to reflect on their progress, set goals and monitor their own learning. We know that assessment and reporting should be relevant, timely, and varied in order to best understand and guide our students and their learning.

Types of Assessments

1. MJCS Universal Screening: At MJCS we use a universal screening assessment to monitor students’ progress on overall reading and math skills and identify students who may need additional supports or interventions.

- A. We use STAR Early Literacy or STAR Reading, and STAR Math as our universal screeners at least three times a year for grades K-5.
- B. The Desired Results Developmental Profile-Kindergarten (DRDP-K©) is a universal tool used for screening students as they enter Kindergarten for the first time. It provides useful information to teachers and administrators in order to better address students’ learning and developmental needs.

2. Formative Assessments: At MJCS we use a variety of formative assessments to inform instruction, monitor progress and provide information to teachers, students, and families about levels of performance and areas of strength and need. Formative assessments are used before, during, or after lessons. These include:

- A. STEP Reading Assessment: this one-on-one assessment provides benchmarks and detailed information about a student’s reading progress and needs in the areas of reading oral fluency, comprehension, and writing. (PK-3rd grade)

- B. Writing Samples: students write narrative, informational, and opinion pieces across the year which are analyzed for writing structure, development, and language conventions. Teachers analyze the samples on a rubric for instruction.
- C. Exit Tickets, Quizzes, Eureka Mid-Module Assessments: Used to measure student understanding and skill development in specific subject areas.
- D. IB Unit Formative Assessments: Each IB unit includes at least two formative assessments aligned to a line of inquiry to assess student understanding.
- E. Pre-Assessments: Each IB unit includes a pre-assessment. We also conduct pre-assessments in reading, writing, and math.
- F. Progress Monitoring Assessments: Systematic, ongoing assessment of student progress for students who are receiving additional learning support
- G. Anecdotal notes, running records, checklists, work samples, performance tasks, oral assessments, etc: For daily instruction, MJCS teachers are at liberty to choose from varied tools to assess student learning. Teachers use a variety of additional formal and informal methods for gathering information about student progress within and across subject areas on daily basis.

3. Summative Assessments provide opportunities for students to show what they have learned at the conclusion of a unit, quarter, or school year. Teachers also use summative assessments to determine the effectiveness of instruction and make plans for re-teaching when appropriate. MJCS includes the following types of summative assessments:

- A. LEAP: Louisiana mandatory standardized assessments, required for grades 3-5 in the PYP. Students are assessed on Louisiana's standards in English Language Arts, Math, Science and Social Studies each Spring.
- B. IB Unit Summative Assessments: Each unit has a summative assessment which assesses student understanding of the central idea.
- C. Unit or quarterly tests/projects such as Eureka Math End of Module Assessments, individual or group projects or presentations, performance assessments, independent reading assessments, on-demand writing samples, etc.
- D. Exhibition: As the culmination of the Primary Years Programme, the 5th grade Exhibition serves as a summative assessment of all students have learned in the PYP. Students co-create a unit with their teachers and investigate, present, and act on an issue of their choice.

Types of Reporting

Our goal is for all grading and reporting practices to support the learning process, encourage student success, and communicate effectively with families. Our reports are meant to reflect academic achievement of clear learning targets/standards as well as reflect effort and strong academic work habits.

Report Cards: Report cards are issued quarterly and include the following features:

- A. Separate scores for "Achievement" and "Effort and Participation" within each subject. Achievement scores reflect a student's mastery of grade level standards for that

quarter while Effort and Participation scores reflect positive work habits including participation, homework, and classwork.

- B. Subject areas broken down into important strands or specific standards for more detailed information within each subject area
- C. Use of a 4 point scale: EE=Exceeds Expectations, ME=Meets Expectations, NI=Needs Improvement and U=Unsatisfactory
- D. Scores for Units of Inquiry completed within the quarter.

Conferences: Conferences are held each quarter. The first and last conference of the year include the teacher, parent and student and are required of all students. The two middle conferences of the year are optional and may be requested by either teacher or parent.

- A. Teacher-Parent-Student Conference (September): The purpose of this conference is to collaboratively identify each child's strengths and goals for the school year.
- B. Student-Led Conference (May): The purpose of this conference is for students to present their accomplishments and reflections about the school year. Students write and draw their reflections and share selected work samples with their families.
- C. Parent-Teacher Conferences (by request, fall and winter): The purpose of these conferences is for parents and teachers to work together to share information, problem-solve, and plan for student success.

Progress Reports: Written progress reports are issued mid-quarter in quarters where conferences are not held for all students. Progress reports include the following features:

- A. Individual strengths and areas of growth/need for each student
- B. Indication of whether a student is "on-track" or "needs improvement" in each subject area.
- C. Highlighting of each student's areas of strength in the IB Learner Profile
- D. A synopsis of the current IB unit

Portfolios: Each child has both a classroom portfolio of work and a school portfolio:

- A. Classroom portfolio: Throughout the school year, students' work will be stored in their classroom. Work to include in the classroom portfolio includes formative and summative assessments from IB units, the student reflection on each IB unit, as well as significant work samples from specific subject areas (math assessments, published writing pieces, etc), and student's goal setting sheets. At the end of the year, students and teachers will select work from this portfolio to showcase for the Student Led Conference.
- B. School portfolio: The school will house the student's "school portfolio" which will be a cumulative record of each student's journey in the PYP. Each portfolio will include the following from each IB unit: one process-oriented piece of work, one product, and the student's unit reflection. ** Formative assessments can be considered as process/product work; likewise, summative assessments may be considered a product.