

# **Cypress Elementary School Assessment Policy**

## **Assessment Philosophy**

Assessment is an integral part of our International Baccalaureate Primary Years Program at Cypress Elementary. We develop assessments to reflect the capability of learners throughout their academic and social development. We implement effective assessments that are authentic, clear and specific, varied, developmental, collaborative, inclusive, and interactive. These varied assessments provide feedback to feedforward, putting students at the center of the learning and assessment process. As students learn through the 5 Essential Elements of the PYP, our main goal is to use assessments to thoughtfully analyze student learning and evaluate the effectiveness of our teaching and practice.

## **Why do we assess?**

The purpose of assessment is to inform teaching and learning throughout the process of inquiry. Thoughtful assessment will provide information about individual student learning and social development.

We use assessments to:

- Understand our learners
- Set goals and plan next steps for future student growth
- Encourage students to become self-regulated learners
- Track progress and growth
- Monitor progress
- Guide students through the five essential elements of learning contained in the PYP (concepts, knowledge, skills, attitudes, and action)
- Celebrate students and staff
- Evaluate the effectiveness of the teaching/learning program
- Provide data to all stakeholders

## **What do we assess?**

We assess student progress towards grade-level standards throughout the year in subject areas including language arts, math, science, social studies, Spanish, physical education, and visual and performing arts. As a PYP school, we focus on our students' understanding of the central ideas of our units of inquiry as well as knowledge of the IB learner profiles. We provide opportunities for students to construct meaning through inquiry and to demonstrate that knowledge in a variety of ways.

## **How do we assess?**

Assessment is designed to collect information for teachers and students to inform teaching and learning. The PYP has four dimensions of assessment: monitoring, documenting, measuring, and reporting learning and our teachers work to integrate these dimensions into their units of inquiry.

### **Types of Assessments**

Assessment for Learning - Also known as formative assessment and is conducted throughout the teaching and learning process and is designed to give teachers and students information about what students know in order to thoughtfully plan the next steps in the learning process. Students are involved in formative assessment to help them develop as self-regulated lifelong learners. Assessment for learning includes formative assessment such as informal observation, anecdotal notes, running records, exit tickets, classroom polls, informal observations, quizzes, concept maps, class discussions, homework assignments, and surveys.

Assessment of Learning - Also known as summative assessment and is conducted at the end of each unit of inquiry. The goal of summative assessment is to report on student learning progress. This includes unit tests, district benchmark assessments, technology-based assessments (SRI, Lexia, Wonders, Go Math, IXL), California CAASPP test, portfolios/projects, and journals.

Assessment as Learning - Is conducted throughout the learning process to help students become self-regulated lifelong learners. Teachers work with students to plan and monitor learning goals and to reflect on those goals to adjust instruction and enhance student learning.

## **How Do We Record and Analyze Data**

Types of Assessment	Assessment Tools
Standardized Testing	<ul style="list-style-type: none"><li>- CA CAASPP Test (Grades 3-5)</li><li>- ELPAC for English Language Learners</li><li>- Fitnessgram (Grade 5)</li></ul>
District Benchmarks	<ul style="list-style-type: none"><li>- ELA Benchmark</li><li>- Math Benchmark</li></ul>

Technology Based	<ul style="list-style-type: none"> <li>- Lexia, SRI, IXL, Wonders, Go Math</li> <li>- Research-based assessments</li> <li>- Three times or more a year</li> </ul>
Portfolios	<ul style="list-style-type: none"> <li>- Designed by teachers at each grade level to collect student learning throughout the year</li> <li>- Kept in a place in the classroom that is accessible to all members of the learning community</li> </ul>
Performance Assessments	<ul style="list-style-type: none"> <li>- Summative assessments at the end of each unit</li> <li>- Rubrics are co-constructed with students to give clear expectations of the learning goals and assignment expectations</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>- Students/Teachers complete reflections at the end of each unit of Inquiry</li> </ul>

### **How do we report data?**

We believe that student learning progress and assessment data should be clearly communicated to all stakeholders in the learning community.

- Students receive timely feedback from teachers
- Trimester progress reports
- Trimester report cards
- Standards-based grading reflected in Trimester Report cards
- Parents receive weekly communication
- Parents can access grades on online gradebook (Grades 3-5)
- Parent-teacher conference in October

Future Goals: Reports on student progress in Spanish and the Learner Profile and student led conferences