

Billingsville Elementary School

Assessment Policy

“How will we know what we have learned?”

Philosophy

At Billingsville Elementary School, we believe that assessment should occur continuously, be formative and summative, provide student choice, include a variety of response modes, and drive inquiry. Assessment should include self-reflection by students as well as teachers and parents. Assessment should be differentiated according to student needs. According to our school’s mission statement, we hold high expectations for students’ learning and use a variety of assessment tools and strategies to measure quality work.

Why do we assess?

- To measure students’ knowledge and growth
- To drive inquiry
- To differentiate instruction based on student needs
- To reflect on learning
- To set goals and plan for future student growth
- To evaluate the effectiveness of the learning program
- To determine eligibility for Exceptional Children’s Services and Talent Development program

What do we assess?

The following areas are assessed in formal and informal ways:

- The IB Learner Profile
- IB PYP Elements (Transdisciplinary Skills, Concepts, Action, and Written Curriculum)
- North Carolina Essential Standards in Science and Social Studies
- NCSCOS
- Foreign language and Special Areas
- Aptitude/ability
- IB Science & Social Study Standards
- Math performance tasks

When do we assess?

- Continuously through formative assessments and common assessments
- Prior to instruction
- End of unit inquiry through summative assessments
- Mid-year
- Quarterly
- End of year
- Following the timetable of mandated state, district, and/or local testing

Who is responsible for assessment and how?

- IB PYP teachers--using a variety of assessment tools and strategies
- Students--reflections, rubrics, and checklists

- Peers--reflections, rubrics, and checklists
- Parents--report card reflections and observations
- School psychological services--standardized tests and observation
- Resource teacher--specialized testing
- Speech/language pathologist--specialized testing
- Talent Development/ GRS/COGAT

Who is assessment for and why?

- Students--goal-setting
- Teachers--drive inquiry, goal-setting
- Parents--understand and support their child's growth and learning
- EC staff--for specialized instruction
- Charlotte-Mecklenburg School District--measures school's progress and success towards district goals and school improvement

How do we assess?

Teachers use a variety of assessment strategies and tools to record student progress:

Strategies

- Oral presentation
- Collaborative group work/Centers
- Pre-assessment/post-assessment (formal/written tests)
- Open-ended questions/performance tasks
- Nationally-normed standardized tests
- Computer adaptive test
- Developmental reading assessments
- Teacher observations
- Portfolios

Tools

- Self-reflection and peer review
- Rubrics
- Anecdotal records
- Checklists
- Verbal conferences with adults
- Leveled Books
- iPads
- Units of Inquiry

How will assessment information be reported to students and parents?

The following tools and reports will be used to communicate assessment data:

- Quarterly report cards
- Mid-quarter reports
- Daily agendas
- Conferences--student-led conferences and parent/teacher conferences
- Scheduled standardized assessment reports (as determined by Charlotte-Mecklenburg Schools [CMS])
- Personalized Education Plans (PEP)
- Progress report for Exceptional Children

- Individualized Education Program (IEP) reports
- Individualized psychological educational reports
- Individualized speech-language reports
- Student portfolios
- IB report cards--introduce report cards and the IB Learner Profile to parents at the October conferences
- Kindergarten and first grade teachers will assist students in completing the self-evaluation to have on hand and share with parents during portfolio sharing
- Students will reflect and at the end of each IB unit of inquiry. Reflections will be shared with parents during portfolio sharing

How will Portfolios be used?

The portfolio will be used to provide evidence of the development of the learner profile to parents, teachers, and students. Portfolios will be cumulative and showcase reflection and work sample from each of grades kindergarten through second. Portfolios will be passed on to the next teacher and given to Cotswold teachers upon completion of their second grade year.

https://docs.google.com/presentation/d/https://docs.google.com/presentation/d/16OPPsLWoQFi5967y_ImfZ1twrS4nX9AoWmysgSqTS74/edit#slide=id.p16OPPsLWoQFi5967y_ImfZ1twrS4nX9AoWmysgSqTS74/edit#slide=id.p

What requirements are mandatory by the school district?

All staff will be required to administer the following assessments:

- Reading 3D --grades K-3
- WIDA--for ESL students
- CogAT--2nd graders' gifted education screening
- Local formative assessments in reading and math
- Exceptional Children's evaluation--when a disability is suspected

When will the assessment policy be reviewed?

At the beginning of each school year, the assessment policy will be reviewed by staff and the School Leadership Team and revised as needed.