

Assessment Policy

Chappell Elementary School

Purpose of Assessment

At Chappell Elementary, the primary purpose of assessment and evaluation is to improve student learning. Assessment informs teachers of what their students know; if the students understand what has been taught, and what topics need to be retaught to students. Teachers also use assessment data to determine how to best meet students' needs. Assessment also informs students. Students can use their assessment data to discover where their strengths and weaknesses are and to set goals for future learning. Finally, assessment can be used to communicate with parents.

High Quality Assessment

Assessments are varied in type, and there are different purposes for assessments. At Chappell Elementary, we believe that regardless of the purpose, there are shared characteristics of *high quality assessments*. These characteristics include:

- Assessment is ongoing; it does not happen just at the end of learning
- Teachers give students many opportunities to show their understanding
- Assessments are differentiated
- Assessment results inform teachers, students, and curriculum decisions
- Assessments are both formative and summative
- Assessments are based on a clear set of criteria
- Assessments are relevant and appropriate; they assess knowledge and/or skills
- Teachers give students timely feedback
- Assessment results are easily understood by others
- Modifications are made when necessary

We believe in using varied assessment tools in all grade levels. For example:

- Standardized assessments
- Rubrics
- Checklists
- Anecdotal notes
- Formal summative assessments
- Formative assessments
- Writing samples
- Self-assessments
- Response journals

Practices

Assessment is used to support student learning and encourage student success. It is integrated regularly with instruction. Teachers use the results to better their teaching practices based on student needs.

Practices common to all programs

1. Formative assessment is an integral part of instruction. Practices related to formative assessment include:
 - a. Giving students frequent descriptive feedback on formative tasks.
 - b. Giving students feedback that aims to improve performance.
 - c. Giving students feedback that provides an incentive for improvement.
2. Summative assessments are used as the basis for determining the understanding of standards and/or learning goals. Practices related to summative assessment include:
 - a. Gathering information to reflect on teaching practices.
 - b. Opportunities for students to demonstrate what they have learned.
3. Reporting of student achievement occurs formally eleven times each year:
 - a. One verbal report at Parent-Teacher Conferences in October.
 - b. Three written reports in November, March and June (trimester report cards)
 - Learner Profile report cards will be given in March and June
 - c. One student-led conference will be held in January and is a practice for communicating student learning to parents. If requested an additional Parent-Teacher conference can be held in January.
 - d. Six end of unit progress monitoring updates

Our Portfolio Agreements:

Purpose - Our portfolio is a collection of student work which shows evidence of the process of learning and progress over time.

Organization- Students must collect and reflect on artifacts throughout the year in the following categories: learner profiles, each transdisciplinary unit taught and specialists areas. At the end of every year, the artifacts that need to remain in the portfolio, outlined below, are organized into one manila folder for each student and labeled with the appropriate grade level. The maximum amount of sheets per student is 8 – 10 per grade level. The manila folder is then placed with the cumulative folder and sent to the next grade level.

Contributions-

- Teachers and the student may contribute artifacts to the student's portfolio
- Examples of artifacts which may be contributed to a student's portfolio include (but are not limited to): I wonder questions, student published writing, photos, summative assessments, student reflections, journaling, video recordings, graphic organizers, checklists
- End of unit progress monitoring updates with students/teacher/parent reflections

- End of year Portfolio report card
- Modifications will be made for students when necessary

District Assessment Requirements:

Name of Assessment	Content of Assessment	Purpose of Assessment	Frequency of Implementation	Proficiency Levels
Fountas and Pinnell	Reading Comprehension Reading Fluency (rate and accuracy)	Determine the independent and instructional level of all students Provides the basis for guided literacy in all classrooms Identifies students for academic interventions and enrichment	Kindergarten -1 st – September, November, February, May Grades 2 – 5 – November, February, May	End of year benchmarks: Kinder – C 1 st grade – I 2 nd grade – M 3 rd grade – P 4 th grade – S 5 th grade - V
WKCE – Wisconsin Knowledge and Concepts Exam	Reading Comprehension Literature Math Science (4 th only) Social Studies (4 th only) Writing	Measure our students' achievement with regards to the Wisconsin academic standards	Grades 3, 4, 5 – November	Spring: Advanced Proficient Basic Minimum
District Math Benchmark Assessments	Number sense Computation	Give grade levels local data on students with computation and number sense concepts	Grades K – 5 Given in September and May	Measure growth over time
PALS – Phonological Awareness Literacy Screening	Consists of 7 subtests: rhyme awareness, beginning sound awareness, alphabet knowledge, letter sounds, spelling, concept of word, word recognition in isolation	Measure our students' achievement with regards to the Wisconsin academic standards	Kindergarten October – November January –February April - May	Measure growth over time

Definitions

Assessment is the process of gathering information on student learning from a variety of sources to understand how well students are achieving identified curriculum expectations.

Evaluation is the process of judging the quality of student work based on identified criteria and assigning a value to represent the level of achievement attained.

Formative assessment is the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. This evidence may be used for determining a grade/level when there is insufficient evidence from summative assessments.

Summative assessment may occur throughout a unit of inquiry. Summative assessment is designed to allow students to demonstrate achievement toward the expectations of a unit of inquiry. It forms the primary basis for establishing the report card levels of achievement.

Review of Assessment Policy:

A committee will be formed annually to review the assessment policy. The committee will be made up of the building principal, PYP Coordinator and 3 or more members of the building leadership team. The purpose of this committee will be to review the current assessment policy, revise the policy as needed, and plan how to communicate our assessment policy to the staff and parents.